



DEPARTMENT OF THE NAVY

NAVAL SERVICE TRAINING COMMAND
2601A PAUL JONES ST
GREAT LAKES, ILLINOIS 60088-284

CNSTCINST 1520.1

N9

26Sep 07

COMNAVSERVTRACOM INSTRUCTION 1520.1

Subj: NAVAL SERVICE TRAINING COMMAND INSTRUCTOR DEVELOPMENT AND CURRICULUM MANAGEMENT MANUAL

Encl: (1) [Naval Service Training Command Instructor Development and curriculum Management Manual](#)

1. Purpose. To provide Naval Service Training Command (NSTC) training activities with:

- a. Qualification/certification guidelines for instructors.
- b. Evaluation procedures to ensure instructors meet established performance standards.
- c. Guidelines for recognizing outstanding instructors.
- d. Requirements for continuing instructor training.
- e. Curriculum development and revision procedures.
- f. Procedures for Navy Integrated Training Resources and Administration System (NITRAS) reporting.
- g. Procedures for conducting Formal Course Reviews.

2. Applicability. This guidance applies to all NSTC training activities, excluding NJROTC instructors. Applicable portions of this instruction to NROTC will be delivered under separate cover. Those personnel who have completed qualifications or are currently pursuing instructor qualifications using previously established guidelines are not required to re-qualify or alter their qualification program to meet the requirements of this instruction. However, individual training site Commanding Officers may require additional instructor continuing training or individual instructor upgrade programs to address the additional requirements of this instruction. Instructor qualification and evaluation records started after the effective date of this instruction shall be completed per this instruction.

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3. Background. One of the cornerstones of the long history of safety and success in the U.S. Navy has been high quality education and training. The quality of education and training is directly impacted by the quality of the instructors, the associated instructor training and qualification programs. Training technology and learning are rapidly evolving such that traditional "lecture and chalkboard" instructional methods must transition. The introduction of educational and training technology such as Interactive Course Ware (ICW), Interactive Multimedia Instruction (IMI), and increasingly complex simulation/stimulation team trainers has changed the role of the instructor. Although certain aspects of the "traditional" instructor's roles will remain, today's instructor must also be proficient in a variety of new roles and delivery methods and in many cases, be able to seamlessly shift between several instructional methods. The multiple roles include:

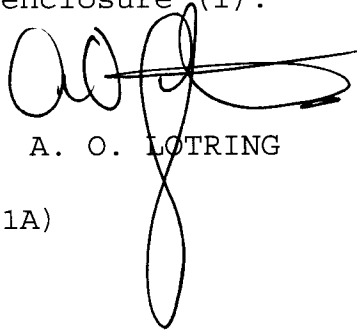
- a. Lecturer;
- b. Military Leader;
- c. Seminar Facilitator;
- d. Motivator;
- e. Lab Demonstrator;
- f. Lab Monitor;
- g. Interactive Courseware (ICW) and Interactive Multimedia Instruction (IMI) Lab Facilitator;
- h. Trainer/Simulator Evaluator/Assessor;
- i. Curriculum Developer/Maintainer;
- j. Subject Matter Expert.

4. Discussion. An effective process for developing and using our instructor resources is essential. Proper qualification planning ensures sufficient resources are available to meet known teaching requirements, provides sufficient alternate instructors to cover the unplanned loss or absence of the instructor, and allows progressive qualification of instructors in various course materials. Establishing and maintaining high quality instruction depends directly on the initial and

continuing evaluation of instructors. The evaluation system provides constructive feedback to enable instructors to build on their strengths, expand their capabilities, and maintain proficiency.

5. Organization. The existing "Curriculum and Instructional Standards Offices" under the NSTC domain that conduct curriculum management is being reorganized into local "Learning Standards Officers (LSO)." These LSOs will report directly to the NSTC Chief Learning Officer (CLO) (N9).

6. Action. NSTC activities Commanding Officers shall implement the procedures and policies of enclosure (1).



A. O. LOTRING

Distribution: (CNSTCINST 5216.1A)

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**NAVAL SERVICE
TRAINING COMMAND
INSTRUCTOR
DEVELOPMENT AND
CURRICULUM
MANAGEMENT MANUAL**

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Note: Terms followed by a superscripted "G" are defined in the glossary.

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CHAPTER 1 - INSTRUCTOR QUALIFICATION

Ref: (a) MILPERSMAN 15560D
(b) OPNAVINST 1500.75A
(c) NETCINST 5100.1
(d) OPNAVINST 6110.1G

Exhibit: [1-1. Instructor Qualification Flow Chart](#)
[1-2. Qualification Goals Assignment Memo](#)
[1-3. Example Instructor Qualification Card](#)
[1-4. Instructor Oral Examination Form](#)
[1-5. Report of Instructor Qualification](#)
[1-6. Course Supervisor Qualification Flow Chart](#)
[1-7. Course Supervisor Qualification Card](#)

1-1. Introduction. Each instructor will become familiar with the requirements of this chapter and ensure his/her qualification record is complete. Activities shall maintain an Instructor Qualification Record on each assigned instructor. These may be maintained at the Command, Department Head, Division Officer, or Course Supervisor level as best serves the command. Instructor qualification is summarized in [Exhibit 1-1](#).

a. Initial instructor screening is conducted by the candidate's parent command in accordance with reference (a) prior to the candidate's transfer to a NSTC training site. Activities will develop an internal process to work with detailers and detaching commands to screen instructor candidates.

b. Individuals ordered to instructor duty for the first time shall take the Journeyman Instructor Training (JIT^G) course offered by the Center for Naval Leadership as part of the instructor-training continuum (available on line at Navy Knowledge Online (NKO^G)). This course shall be completed as soon as practicable before reporting to the training command. In the event it is not completed prior to reporting to the training command, all effort will be taken to complete JIT.

c. After completion of JIT, instructor candidates will be assigned qualification goals based on their experience, expertise, desires, and the needs of the command. The instructor qualification goals shall be prepared by the course supervisor, approved by the department head and provided to the candidate using the format of [Exhibit 1-2](#) to this chapter.

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d. For each course they manage, Course Curriculum Model Managers (CCMM^G) shall establish instructor qualification records that establish the minimum requirements that must be completed for an instructor to teach a specific course/module. Training sites may establish requirements in addition to those listed on the CCMM-generated qualification card on a site or even individual basis. An example of a qualification card is shown in [Exhibit 1-3](#).

e. Qualification requirements for courses designated as high-risk courses must meet the requirements of references (b) and (c). The requirements provided in these references shall not be waived.

f. Training sites must clearly define signature authority for each qualification requirement. The method of defining this signature authority is left to the Commanding Officer's discretion.

g. Qualification requirements may be adjusted to give credit for previous teaching experience and/or subject matter expertise. Deleted requirements shall be annotated with a "*" in the signature block and the following note annotated at the bottom of the qualification card:

"Note: Signature requirements annotated with a "*" are deleted due to candidate's experience and subject matter expertise - Department Head Signature/ Date".

1-2. Initial Instructor Qualifications. To complete initial instructor qualifications, a candidate shall:

a. Satisfactorily complete:

(1) Command Indoctrination;

(2) JIT;

(3) CPR (when applicable);

(4) Safety Training/Operational Risk Management (ORM^G).

b. Complete required reading as assigned on the qualification card.

c. Demonstrate a satisfactory level of knowledge in topical areas as assigned on the qualification record.

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d. Demonstrate a satisfactory level of performance of required practical factors as assigned on the qualification record.

Note: Individual checkout and practical factor signatures shall be limited to only those subjects and practical demonstrations most critical to the proper teaching of the course.

e. Complete instructor preparations to teach the course:

(1) Monitor a representative number of course/module lectures taught by a qualified instructor. The course supervisor will determine the minimum number of monitors required. Instructors qualifying in high risk courses must monitor all topics.

(2) Satisfactorily complete at least two evaluated "practice teach" sessions. The course supervisor shall conduct at least one of these evaluations. Additionally, individuals qualifying to teach in multiple settings must be observed at least once in each of the courses settings. Refer to the evaluation procedures of [Chapter 2](#).

(3) Personalize assigned course Lesson Plans (LPs^G)/Instructor Guides (IGs^G) and review with the course supervisor for technical accuracy.

Note: Topics that are taught by Computer-Based Training (CBT^G) or Interactive Multi-Media Instruction (IMI^G) may require IG personalization beyond the material the instructor will use to introduce the topic and motivate students.

f. Satisfactorily complete a comprehensive exam in assigned courses/modules with a grade of 3.2 (80%) or above. CCMMs will develop a minimum of two versions of these qualification exams or a test bank of 20 questions. These exams shall require a deeper level of understanding by the prospective instructor than just that which a graduate of the course would gain. (It is to serve a similar function to a state certification of high school teachers: Merely having the topic level of knowledge of a high school graduate is NOT sufficient for a person to teach that topic in high school). For instructors qualifying as team trainer instructors only, this exam shall test the instructor on topics normally covered in the team trainer scenarios. Exams may be administered in either written or oral form. Document oral exam results using [Exhibit 1-4](#).

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g. Obtain final certification approval from the Commanding Officer, department head or other designated individual, as appropriate. For example it would be appropriate for the Commanding Officer to certify instructors in high risk training, such as Battle Stations 21, gun range, pool or firefighting (buttercup).

h. Until the instructor candidate has completed qualifications on a course/module, he/she may only teach that course/module in an "under instruction" status under the supervision of an instructor qualified to teach the course. The qualified instructor retains the responsibility for ensuring the material is properly taught and will intervene if necessary to ensure accurate instruction.

i. A qualified instructor may be assigned qualification goals for additional courses or modules. The department head shall modify the qualification requirements to meet the intent of the requirements listed above without requiring duplication of previously accomplished requirements.

j. The instructor of a pilot course/module will be chosen from instructors who are already qualified on other courses. Whenever possible they should have already been satisfactorily observed in the same settings (i.e. lecture, lab, etc.) as those used in the pilot course. The course supervisor will approve IG personalization for the pilot instructor(s).

k. Instructors qualifying as trainer operators or prospective trainer/simulator operators shall qualify per local qualification requirements. These requirements shall ensure an understanding of trainer/simulator safety requirements, trainer/simulator limitations and familiarity with all scenarios and exercises conducted.

l. For each instructor who qualifies on a course, the course supervisor will forward [Exhibit 1-5](#) to that individual and group within the command tasked with maintaining qualification records.

1-3. Instructor Disqualification and Re-qualification

a. Department heads shall, in consultations with the affected course supervisors, disqualify an instructor or trainer operator for the following reasons:

- (1) Two consecutive unsatisfactory evaluations.

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(2) Failure to complete a satisfactory periodic evaluation within two months of its due date. Refer to [Section 2-5](#) for information on periodicity and actions for late evaluations.

(3) Failure to prevent a safety or security violation in the classroom, laboratory or trainer.

(4) Failure to adhere to expected classroom and military standards including poor military bearing or inappropriate behavior.

(5) Misconduct, whether in or outside of the instructional environment.

(6) Failure to maintain PRT standards in accordance with reference (d).

b. Based on the circumstances, the course supervisor shall recommend to the department head, via the division officer, what the scope of the disqualification should involve.

(1) If an instructor's knowledge of the subject matter is unsatisfactory, the instructor shall be disqualified from course modules requiring that level of expertise.

(2) If an instructor's teaching technique is unsatisfactory, the instructor shall be disqualified from all course activities using that setting (e.g. If the instructor demonstrates poor lecturing technique, he should be precluded from giving unsupervised lectures in any course).

(3) If an instructor exceeds the two month grace period on his periodic evaluations, the instructor shall be disqualified from all unsupervised teaching until the required evaluation is completed.

(4) If an instructor violates safety standards, the instructor shall be disqualified from teaching all course activities with those safety requirements.

(5) Instructors accused of misconduct shall be immediately removed from teaching duties until a recommendation is made as to the appropriate course of action to return the individual to teaching duty.

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(6) Nothing in the above guidelines shall preclude the course supervisor from recommending disqualification from a broader range of activities than indicated, if he/she believes that the instructor's weaknesses undermine his/her ability to effectively teach in that broader range.

c. Department heads will expeditiously report all disqualifications to the Commanding Officer. The report shall include the reason(s) for disqualification, the extent of the disqualification, the plan to correct the instructor's deficiencies, and the planned employment of that instructor until the deficiencies have been corrected. If, in the department head's judgment, the disqualification would not be in the Navy's best interest, the report will also contain a recommendation that the Commanding Officer waive the disqualification action, along with justification. NSTC N1 and N9 will be informed of any actions resulting in permanent instructor disqualification.

d. Department heads will ensure disqualifications, pre-qualifications and Commanding Officer waivers are expeditiously entered in the command's instructor records.

e. Re-qualification. Based on the nature of the disqualification, the department head will determine on which courses, modules and activities a disqualified instructor will re-qualify.

(1) If an instructor's knowledge of the subject matter is unsatisfactory, the instructor shall complete the subject matter portion of the qualification cards for the courses/module on which he was disqualified. The course supervisor will closely monitor the instructor development plan and will be the sole signature authority for these re-qualification signatures.

(2) If an instructor's teaching technique is unsatisfactory, the department head will assign an experienced instructor (preferably one who is qualified as a Master Training Specialist) to serve as a mentor to the disqualified instructor. The instructor will have to successfully complete the evaluations (minimum of two) associated with qualification that was removed.

(3) If an instructor exceeds the two month grace period on his/her periodic evaluations, once the instructor has been evaluated satisfactorily, his/her qualification shall be

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reinstated for all courses/modules he/she was previously qualified to teach.

(4) If an instructor violates safety standards, the instructor shall redo those portions of the course/module's qualification card that deal with safety, as appropriate. Course supervisors will be the sole signature authority for these re-qualification signatures.

f. Disposition of Permanently Disqualified Instructor Assets. Department heads, working with the command's personnel officer, will assign permanently disqualified instructors to non-teaching duties. Commanding Officers will recommend to NSTC N1, removal of the instructor from instructor duty in accordance with reference (a).

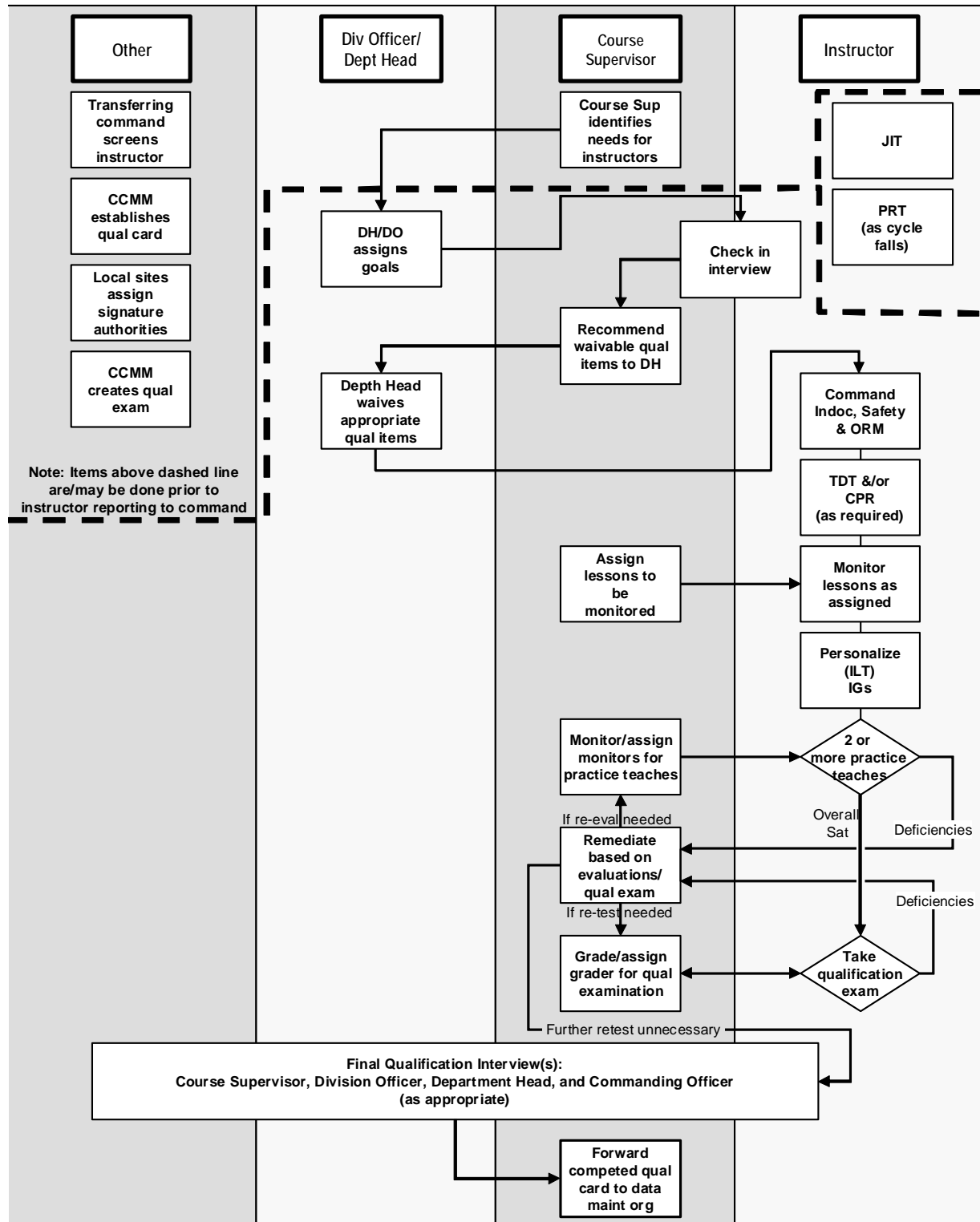
1-4. Course Supervisors

a. Each course of instruction offered will be under the control of a course supervisor. Course supervisors are the key to instructional success. They have unique responsibilities for instructors, training materials, and students. Thus they must possess an in-depth knowledge of all command directives dealing with their assigned duties. Although some course supervisor duties are administrative in nature, course supervisors should never forget that they are first and foremost instructors. And the primary duty of all instructors is to instruct. Course supervisors should be individuals with broad technical knowledge appropriate for the course, operational experience with the equipment covered by the course, and proficiency in curriculum maintenance.

b. Action for Course Supervisor Qualification is detailed in the flow chart contained in [Exhibit 1-6](#). All instructors will complete course supervisor qualifications, [Exhibit 1-7](#) as specified on their qualification goal assignment sheet.

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EXHIBIT 1-1. INSTRUCTOR QUALIFICATION FLOW CHART

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EXHIBIT 1-2. INSTRUCTOR QUALIFICATION GOALS ASSIGNMENT MEMO

DATE: _____

From: N____, Department Head

To: _____

Subj: QUALIFICATION GOALS AND TRACKING

Encl: (1) Qualification Card(s)

1. To support the command's mission, you are required to complete the following qualifications by the dates specified:

Military Watch Qualifications:

Watchstation	Qualification Due Date	Date Completed	Date Assigned to Watchbill	Course Supervisor

Instructor/Trainer Operator Qualifications:

Course/Module Qualification	Qualification Due Date	Date Complete	Course Supervisor

Department Head_____
Date

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FIRST ENDORSEMENT

I understand the assigned qualification due dates and will inform my chain of command of any circumstances that may affect attainment of these goals.

Department Head

Date

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EXHIBIT 1-3. EXAMPLE INSTRUCTOR QUALIFICATION CARD**LEADERSHIP COURSE (A-123-4567)
INSTRUCTOR QUALIFICATION CARD**

Name: _____ Div: _____ Due Date: _____

1. Prerequisites

Date

Training

Complete

Signature

a. JIT

Course Supervisor_____
Date

b. Command Indoctrination

Course Supervisor_____
Date

c. Safety/ORM

Course Supervisor_____
Dated. Cardio-Pulmonary
Resuscitation_____
Course Supervisor_____
Date

e.

Local requirement as assigned_____
Course Supervisor_____
Date2. Required Reading

a.

Local requirement as assigned_____
Candidate_____
Date

b.

Local requirement as assigned_____
Candidate_____
Date3. Knowledge Requirements

a. Leadership Principles

Course Supervisor_____
Date

(1) Explain leadership principles

(2)

Local requirement as assigned_____
Qualified Instructor_____
Date

b. "Continue as needed"

Qualified Instructor_____
Date

(1) etc.

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c. Local requirement as assigned Qualified Instructor Date

4. Practical Requirements

a. Perform..... Qualified Instructor Date

b. Perform..... Course Supervisor Date

etc.

c. Local requirement as assigned Date

5. Instructor Preparation Requirements

a. Monitored lessons

(1) Sit-in on Leadership Lecture.

Qualified Instructor Date

(2) Sit-in on Leadership Lab

Qualified Instructor Date

(3) Local requirement as assigned Date

b. Satisfactory Evaluations

(1) Lecture Setting Evaluator Date

(2) IMI Facilitation Evaluator Date

(3) Laboratory Setting Evaluator Date

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c. Conduct a review of Lesson Plan/Instructor Guide personalization with course supervisor for technical accuracy and appropriateness of personalization.

Course Supervisor

Date

6. Written Examination

a. Exam Results

Score Course Supervisor

Date

b. Remediation Complete

Course Supervisor

Date

7. Oral Examinations

a. Exam Results

Score Course Supervisor

Date

b. Remediation (look-ups) Complete

Course Supervisor

Date

8. Recommended for Qualification

Course Supervisor

Date

9. Qualified

Division Officer

Date

10. Entered in Instructor Database

Database Manager

Date

Biannual Re-qualification Checkout with
Division Officer due on

Date

11. Re-qualified

Division Officer

Date

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EXHIBIT 1-4. INSTRUCTOR ORAL EXAMINATION RECORD FORM

NAME _____ RANK / RATE _____ DATE _____

Course SHORT NAME AND CIN _____

PURPOSE :

☐ INSTRUCTOR QUALIFICATION ☐ REQUALIFICATION

MTS

□ TRAINER OPERATOR

Examined by (Minimum of Course Supervisor + additional instructor):

Course Supervisor: _____

AREA COVERED AND EVALUATION: (Include questions covering material beyond that covered in the course to be taught, recent developments and lessons learned for the topic, techniques of how to teach the topic.)

[illegible]

RESULT: ☐ SAT ☐ SAT (with weak areas discussion required)
 ☐ UNSAT

ADDITIONAL ACTION REQUIRED:

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ADDITIONAL ACTION COMPLETE:

☐ SAT ☐ UNSAT

COURSE SUPERVISOR/DEPT HEAD

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EXHIBIT 1-5. REPORT OF INSTRUCTOR QUALIFICATION

DATE: _____

MEMORANDUM

From: Course Supervisor, CIN _____
To: _____ (Data Maintenance Organization)
Via: N_____ Division Officer
N_____ Department Head

Subj: REPORT OF QUALIFICATION AS INSTRUCTOR

1. The below individual has complete qualification as an instructor of the indicated course:

- a. Full Name: _____
- b. Rank/Rate: _____
- c. Code: _____
- d. Course/Module Name: _____
- e. CIN: _____

2. Request these data be entered in the instructor database.

COURSE SUPERVISORFIRST ENDORSEMENT

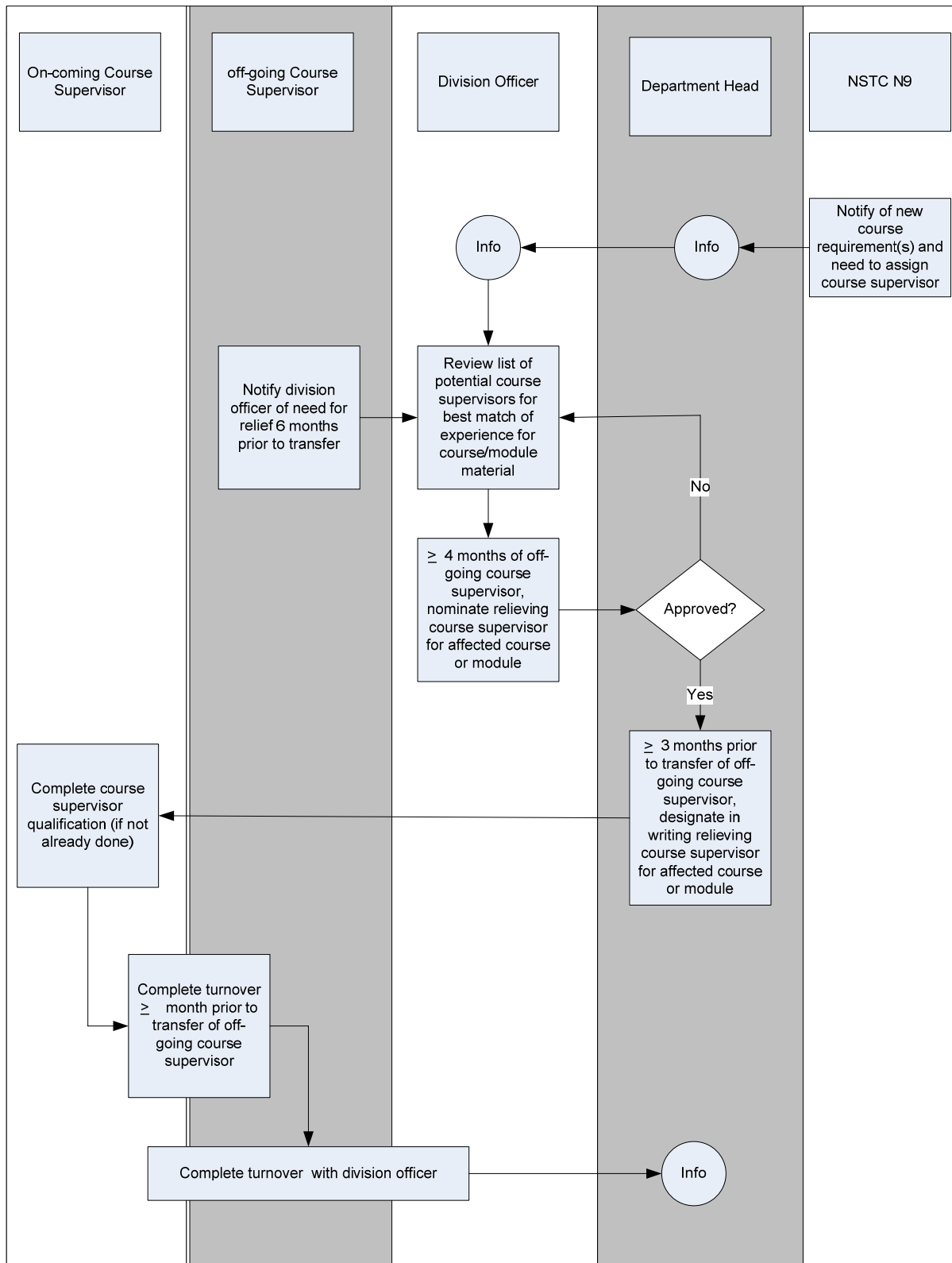
From: _____ (Data Maintenance Organization)
To: Course Supervisor, CIN _____

1. The above qualification has been entered in the instructor database.

Data Maintenance Organization
Representative

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EXHIBIT 1-6 COURSE SUPERVISOR QUALIFICATION FLOW CHART

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EXHIBIT 1-7. COURSE SUPERVISOR QUALIFICATION CARD

Name: _____ Code: _____ Due Date: _____

1. Prerequisites

Qualified Instructor
Evaluator

Signature

Date
Complete

Course Supervisor

Date

2. Knowledge Requirements

a. STASS

Scheduling Branch representative Date

b. Student Management

Course Supervisor

Date

c. Student Counseling

Course Supervisor

Date

d. Student Remediation

Course Supervisor

Date

e. Student Critique Program

Course Supervisor

Date

f. Student Throughput

Course Supervisor

Date

g. NITRAS/CANTRAC

Scheduling Branch
Representative

Date

h. Course Supervisor Role
in Curriculum Development

Course Supervisor

Date

i. Curriculum Status Log

Course Supervisor

Date

j. Training Material
Development

MTS

Date

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- | | | | |
|----|---|-------------------------------------|-------|
| k. | I.G. Preparation | _____ | _____ |
| | | Course Supervisor | Date |
| l. | Test Development | _____ | _____ |
| | | Course Supervisor | Date |
| m. | Test Item Analysis | _____ | _____ |
| | | Course Supervisor | Date |
| n. | Course Relevance Review | _____ | _____ |
| | | Course Supervisor | Date |
| o. | Instructor Comps
(ICOMPS) | _____ | _____ |
| | | Personnel Officer
Representative | Date |
| p. | Instructor Qualification
& Development | _____ | _____ |
| | | Course Supervisor | Date |
| q. | Training Status Log (TSL) | _____ | _____ |
| | | Course Supervisor | Date |
| r. | Staff Counseling | _____ | _____ |
| | | Course Supervisor | Date |
| s. | Equipment Status Log
(EDL) | _____ | _____ |
| | | Course Supervisor | Date |
3. Practical Requirements
- | | | | |
|----|---|-------------------|-------|
| a. | Modify a Master Course
Schedule | _____ | _____ |
| | | Course Supervisor | Date |
| b. | Conduct a Test Item
Analysis | _____ | _____ |
| | | Course Supervisor | Date |
| c. | Conduct in-depth review
of a Formal Course Review
(FCR) | _____ | _____ |
| | | Course Supervisor | Date |

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- d. Fill out required
documentation for student
Academic Review Board

Course Supervisor_____
Date

- e. Perform an evaluation
on a new Instructor

Course Supervisor_____
Date

- f. Prepare a qualification
modification for a new
Instructor (may simulate)

Course Supervisor_____
Date

4. Oral Interview

Score_____
Department Head_____
Date

5. Qualified

Department Head_____
Date

6. Entered in Instructor
Records

Database Manager_____
Date

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CHAPTER 2 - INSTRUCTOR EVALUATION

Ref: (a) OPNAVINST 1500.75A
(b) NETCINST 5100.1

Exhibit: [2-1. Instructor Evaluator Qualification Card](#)
[2-2. Instructor Evaluation Form \(Platform/Laboratory Instructor\)](#)
[2-3. Instructor Evaluation Form \(Team Trainer/Simulator Evaluator/Facilitator\)](#)
[2-4. Computer Software Facilitator Evaluator Guide](#)
[2-5. Automated Electronic Classroom \(AEC\) Facilitator Evaluation](#)
[2-6. Instructor Evaluation Flow Chart](#)

2-1. Introduction. Instructors must be evaluated to assess their initial and continuing readiness to present instruction. These evaluations serve the multiple purposes of ensuring quality control over our instructional processes and identifying areas requiring improvement. Because of the dynamic nature of the instructional environment, senior military leadership and civilian instructional professionals are critical to developing the body of expertise and endorsing new methods of instruction. Instructors who teach high risk courses, modules and trainers will be evaluated per references (a) and (b).

2-2. Instructor Evaluators. To ensure quality evaluations, each training site's Commanding Officer shall assign Master Training Specialist (MTS), subject matter experts (SME^G), and/or instructional systems specialists (ISS^G) to train evaluators. Evaluators who are not training managers^G will qualify using the qualification guidelines established in [Exhibit 2-1](#). Activities should ensure evaluators have a thorough understanding of the training techniques required for the setting in which the evaluation is conducted.

2-3. Instructor Evaluation Forms. Evaluation grading criteria will be the same for laboratory/platform instructors, team trainer instructors, and computer courseware (blended environment) facilitators and Automated Electronic Classroom (AEC) although the forms used for each environment will be different. [Exhibits 2-2, 2-3, 2-4](#) and [2-5](#) provide evaluator guides for each of these environments.

2-4. Instructor Evaluation Process. All evaluations have the following commonality:

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a. Every evaluation shall cover both the instructor's technical knowledge of the subject and instructional technique. To this end, evaluators must have the experience and subject matter expertise to be able to effectively evaluate instructional technique and technical accuracy.

b. Prior to conducting an evaluation, evaluators should review the instructor's training record and previous evaluations. The purpose of this review is to ensure the evaluator knows the previously identified weaknesses and evaluates the effectiveness of corrective actions taken to improve in these areas.

c. The evaluator should complete the evaluation sheet appropriate for the instructional setting and debrief the instructor on the results within one working day.

d. Evaluators of team training instructors should determine the instructor's effectiveness of team training.

e. Routing of Completed Instructor Evaluations. Completed instructor evaluations sheets shall be maintained in the instructor's qualification training folder. Each training site should establish a routing chain to ensure supervisors review each evaluation in order to review evaluation completion, establish trends, and feed individual or department training plans as appropriate. Supervisors shall work with evaluated instructors to produce instructor development plans that reflect items noted in evaluations. The use of central databases is encouraged; however, the instructors being evaluated and their supervisors must have access to evaluation data to ensure continuous improvement.

2-5. Instructor Evaluation Periodicity. The frequency of required instructor evaluations is based on the instructor's assignment and qualification status. However the Commanding or Executive Officer shall conduct an unannounced spot-check at least quarterly to evaluate training. The following guidelines should be used to determine the required periodicity. These requirements are graphically depicted in [Exhibit 2-6](#).

a. Qualification evaluations. Requirements will be per the established qualification card for the given course. Evaluations done for one course or lesson can be used to fulfill the evaluations requirements of another course or lesson as long as the settings are the same. List the "Type Eval" as "Qual".

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b. Per references (a) and (b), high risk courses or lessons require specific evaluations that cannot be waived. Supervisors of high-risk courses or lessons shall consult these references to ensure all required evaluations are completed.

c. Instructors who have been identified as below standard in a particular evaluation area shall be re-evaluated within 3 months. A different individual than performed the original evaluation will conduct this re-evaluation. List the "Type Eval" as "Remediation."

d. Course supervisors^G will review student critiques and the average grades of each class against historical records for their courses. When student critiques suggest a potential problem with one or more instructors or a class graduates with an average significantly below that course's average, course supervisors will schedule an evaluation of the instructor(s) during the next convening taught by that instructor. List the "Type Eval" as "Critique" or "Grade Trigger."

e. In the absence of one of the above required evaluations, course supervisors will schedule periodic evaluations for instructors as follows:

(1) Two to five weeks after they qualify to teach their first course or lesson. A qualified course supervisor or training manager shall conduct this evaluation. List the "Type Eval" as "Proficiency 1."

(2) Three to four months after they qualify to teach their first course or lesson. List the "Type Eval" as "Proficiency 2."

(3) Semi-annually thereafter. At least every other evaluation shall be done by a course supervisor, training manager, or an MTS-qualified instructor. List the "Type Eval" as "Semi-annual."

f. Instructors who are on a second or later tour of duty as an instructor only require semi-annual evaluations after their initial qualification on a course at the new command.

Note: Routine evaluations of instructors who teach in multiple settings should alternate between those settings. If an evaluation is scheduled based on below standard prior performance, adverse student critiques, or poor student performance, the course supervisor will assign the evaluation to

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the setting that will be most characteristic of the instructor's impact on the course.

2-6. Late Instructor Evaluations. Course supervisors will administratively disqualify instructors who are more than two months past their required evaluation date. This disqualification will apply to all courses or lessons the instructor teaches. This disqualification will be annotated in the instructor's qualification record and reported to the department head via the division officer. Administratively disqualified instructors will not be permitted to instruct classes without a qualified instructor present. If special circumstances prevented the timely evaluation of the instructor, the Commanding Officer may, by memo, waive the administrative disqualification until the instructor can be observed. This memo waiving the administrative disqualification will be maintained in the instructor's qualification record.

2-7. Unsatisfactory Instructor Evaluations. If a qualified instructor is evaluated overall as "UNSAT" on any evaluation, another qualified evaluator must evaluate this instructor within eight instructional hours. List the "Type Eval" as "Unsat Reassess." It is strongly encouraged that an MTS, Course Supervisor, or Training Manager make this reevaluation. If the second evaluation is "UNSAT", the instructor will be disqualified immediately.

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EXHIBIT 2-1. INSTRUCTOR EVALUATOR QUALIFICATION CARD

Name: _____ Code: _____ Due Date: _____

1. Prerequisites

Signature _____

Date
Complete _____

Qualified Instructor _____

Course Supervisor _____

Date _____

2. Required Reading

NSTCINST 1650.1 _____

Candidate _____

Date _____

3. Practical Requirementsa. Perform Instructor
Evaluation under
Instruction (lecture/lab)

Evaluator _____

Date _____

b. Perform Instructor
Evaluation under
Instruction (as assigned by Dept Head)

Evaluator _____

Date _____

4. Oral Interview

Score _____

Department Head _____

Date _____

5. Qualified

Department Head _____

Date _____

6. Entered in Instructor
Records

Database Manager _____

Date _____

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EXHIBIT 2-2. INSTRUCTOR EVALUATION FORM (PLATFORM/LAB
INSTRUCTOR)

a. Information is current and accurate.					
b. Instructor taught all discussion points of LP/IG.					
c. Explained steps					
d. Demonstrated laboratory procedures effectively.					
B. TECHNIQUE					
a. Displayed enthusiasm for topic.					
b. Maintained a positive, professional attitude.					
c. Provided related instruction when needed.					
d. Explained material clearly. (Used alternate methods as necessary)					
e. Transitioned and chained material effectively.					
f. Used communication skills effectively.					
g. Used gestures effectively and avoided distracting mannerisms.					
h. Used personal experience/examples/analogies to stress materials.					
i. Reviewed instructional material.					
j. Used the classroom materials effectively.					
k. Used training aids/multimedia effectively.					
l. Maintained flexibility.					
m. Managed time effectively.					
n. Workspace, materials and tools were ready for training.					
3. INSTRUCTOR/STUDENT INTERACTION					
a. Maintained proper eye contact.					
b. Maintained atmosphere of mutual respect among students and with instructor					
c. Instructor established and maintained student attention.					
d. Instructor encouraged student participation.					
e. Students participated in lesson, asked questions.					
f. Students sought instructor assistance when needed.					
g. Students used instructional materials correctly.					
h. Instructor stressed development of team skills.					
i. Briefed & monitored students for applicable safety practices					
j. Instructor checked student progress and understanding.					
k. Used questioning effectively.					
l. Recognized individual student differences.					
m. Instructor showed awareness of struggling students & assisted as necessary.					
n. Seized "teachable moments".					

4. REVIEW AND SUMMARY

- a. Summarized objectives.
- b. Related objectives to the lesson.
- c. Questions checked student understanding.
- d. Re-emphasized importance of safety.
- e. Student participated in review; asked questions.
- f. Assignment given if applicable.

Abv	At	Blw	Unsat	N/O
Stand	Stand	Stand		

Give specifics for items marked as Unsatisfactory

Give specifics for items marked as Below Standard

Give specifics for items marked as Above Standard

General comments (e.g. appropriate continuing training info/technique used?)

Overall Evaluation

☐

Sat

☐

Unsat

Note: to receive a overall SAT evaluation, there may not be any UNSAT elements.

Evaluator Name/Rate/Rank: _____ Signature: _____

I have been debriefed on this evaluation. Instructor Signature: _____ Date: _____

Platform/Laboratory Instructor Evaluator Guide

Evaluate the instructor on the indicated items using the following standards.

1. Levels of performance

a. Above Standard. The instructor's performance in this area is such that it can serve as a model for other instructors.

b. At Standard. The performance in this area fully supports the accomplishment of the training objectives.

c. Below Standard. The performance in this area barely covers the minimal elements of the training objectives. There are enough deficiencies in the instructor's performance that monitored instructor improvement and subsequent re-evaluation is appropriate.

d. Unsatisfactory. This element of the instructor's technique or subject matter expertise was so poor that the evaluator feels the instructor should not be considered qualified to teach the topic.

e. Not Observed. An area that was not evaluated either because the element is not applicable or appropriate to the training being conducted or the evaluator did not observe the element for whatever reason.

2. Overall evaluation

a. Unsatisfactory. One or more evaluated elements were unsatisfactory OR the cumulative effect of those elements that were evaluated as below standard rendered the training ineffective.

b. Satisfactory. The training was effective and no individual element was evaluated as unsatisfactory.

3. Evaluation Procedure

a. Prior to conducting the evaluation, evaluators will familiarize themselves with the lesson objectives and discussion points.

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b. During the evaluation, the evaluator should take narrative notes, paying particular attention to the students' reception of the material.

c. Technical Accuracy. This area deals specifically with the subject matter accuracy and the instructor's level of knowledge of the subject matter. This is the most critical element of effective instruction and should be evaluated by instructors with the appropriate qualification.

d. Instructional Technique. This area deals specifically with the individual instructor's ability to effectively impart the instructional matter to the student. Because technical competence plays a significant role in the comfort level and facility of delivery of the instructor, that area is also a factor in instructional technique.

(1) Address how the instructor used available materials. Consider the instructor's apparent familiarity with the materials. Comment on deficiencies in the materials over which the instructor has control. Deficiencies over which the instructor has limited control shall be addressed separately with the course supervisor.

(2) Evaluate facilities to the extent that the instructor has control over the facility. Deficiencies over which the instructor has limited control shall be addressed separately with the course supervisor and building manager.

e. Instructor/Student Interaction. The purpose of instruction is for the students to walk out of the lesson having achieved the learning objectives. The interaction between the instructor and the student is the key element in achieving this purpose. Observe and comment on all aspects that improve or degrade this interaction.

f. All critique comments will be constructive in nature and aimed at assisting the instructor. Critiques shall be clear, concise, and specific.

g. The evaluator completes the evaluation form and determines the overall evaluation (Satisfactory or Unsatisfactory).

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h. After completing the evaluation, the evaluator shall debrief the instructor within one working day. If the instructor is evaluated as unsatisfactory, the evaluator will ensure the course supervisor is present for the debrief.

i. The evaluated instructor, the evaluator, and reviewers of evaluations will assess whether the results of the evaluation suggest a weakness that warrants training across the work group. Such identified weaknesses will be documented in the Training Status Log (See chapter 4.).

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EXHIBIT 2-3 TEAM TRAINER/SIMULATOR INSTRUCTOR EVALUATOR GUIDE

Name/Rate/Rank: _____ Code: _____ Date: _____
 Course/Module Title/CIN _____ Start Time: _____
 Topic/Exercise No. _____ TYPE EVAL _____ Finish Time: _____
 Post evaluation routing: Course Sup: _____ Div Off: _____ Dept Head: _____ Record Maint: _____

Evaluate each item as Above Standard (Abv Stand), At Standard (At Stand), Below Standard (Blw Stand), Unsat(isfactory), or N(ot)/O(bserved).						Abv Stand	At Stand	Blw Stand	Unsat	N/O
1. INSTRUCTOR PREBRIEF										
a. Trainer ready for training (clean/functioning) .										
b. Introduced self.										
c. Explained objectives and clarified scenario.										
d. Explained Lab anomalies (i.e. Trainer vs. Actual Workspace differences).										
e. Review Trainer Evaluation criteria for satisfactory performance.										
f. Explained safety precautions/undetected hazard/Training Time-out.										
g. Issued or made available; tools, materials, and manuals as required.										
h. Provided related instruction and guidance when needed.										
2. TRAINER/SIMULATOR OPERATION/SCENARIO EXECUTION										
a. Provided appropriate simulation of the other actors external to the team.										
b. Executed scenario per guidelines.										
3. OBSERVATION OF TEAM PERFORMANCE.										
a. Included effective and ineffective team examples.										
b. Team examples were recorded in detail.										
c. Recorded observations on a variety of team members.										
d. Instructor asked appropriate questions during the scenario.										
e. Noted sources of information used and/or not used by the team.										
f. Noted team provided or did not provide information before having to be asked.										
g. Noted team members provided or did not provide situation updates.										
h. Noted information was/was not passed to correct personnel in a timely manner.										
Formal Communication. <u>How</u> information is <u>delivered</u> .										
i. Noted the use of proper or improper phraseology .										
j. Noted the use of complete and/or incomplete reports.										
k. Noted unnecessary communications, stammering, and lengthy reports.										
l. Noted when reports were clear or not clear (garbled, inaudible, or not passed).										
m. Noted errors caught/corrected and/or not caught and corrected by the team.										
n. Noted assistance provided/not provided that could have reduced a team member's workload.										
Initiative/Leadership. Involves providing guidance and stating priorities.										
o. Noted when team members directed, or offered constructive guidance and suggestions or when guidance was needed but was not provided or was not specific.										
p. Noted when a priority was clearly stated and appropriate, or when it should have been stated more explicitly, or was inappropriate.										

4. TEAM DEBRIEF

- a. Recapped key exercise events.
- b. Guided team self-critique and encouraged participation by all team members.
- c. Requested and let the team provide specific examples before offering own input.
- d. Paused and made eye contact with each team member after asking a question.
- e. Provided references and examples during debrief.
- f. Noted possible causes of deficiencies.
- g. Identified strengths, areas for improvement, and goals.
- h. Insured feedback was specific, solution oriented, and non-personal.
- i. Discussed possible ramifications if self-corrected problems were not corrected.
- j. Where improper phraseology was used and not noted by team debrief, stated the appropriate phrasing that should have been used.

Abv Stand	At Stand	Blw Stand	Unsat	N/O

Give specifics for items marked as Unsatisfactory

Give specifics for items marked as Below Standard

Give specifics for items marked as Above Standard

General comments (e.g. appropriate continuing training info/technique used?)

Overall Evaluation

☐ Sat☐ Unsat

Evaluator Name/Rate/Rank: _____ Signature: _____

I have been debriefed on this evaluation. Instructor Signature: _____ Date: _____

Team Trainer/simulator Instructor Evaluator Guide

Evaluate the instructor on the indicated items using the following standards.

1. Levels of performance

a. Above Standard. The instructor's performance in this area is such that it can serve as a model for other instructors.

b. At Standard. The performance in this area fully supports the accomplishment of the training objectives.

c. Below Standard. The performance in this area barely covers the minimal elements of the training objectives. There are enough deficiencies in the instructor's performance that monitored instructor improvement and subsequent re-evaluation are appropriate.

d. Unsatisfactory. This element of the instructor's technique or subject matter expertise was so poor that the evaluator feels the instructor should not be considered qualified to teach the topic.

e. Not Observed. An area that was not evaluated either because the element is not applicable or appropriate to the training being conducted or the evaluator did not observe the element for whatever reason.

2. Overall evaluation

a. Unsatisfactory. One or more evaluated elements were unsatisfactory OR the cumulative effect of those elements that were evaluated as below standard rendered the training ineffective.

b. Satisfactory. The training was effective and no individual element was evaluated as unsatisfactory.

3. A command evaluator observing a Team Training Evaluator will use this list of items to out brief an instructor/facilitator. The purpose is to exercise and enhance team performance. It will NOT be used for sessions whose purpose is to teach basic or remedial skills to teams or individual members of teams. If the instructor's role is primarily teaching or coaching during the session, use the "Platform/Laboratory Instructor Evaluation Guide" found in [Exhibit 2-2](#).

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EXHIBIT 2-4 - COMPUTER COURSEWARE FACILITATOR EVALUATOR GUIDE

INSTRUCTOR EVALUATION FORM (COMPUTER COURSEWARE FACILITATOR)

Name/Rate/Rank: _____ Code: _____ Date: _____
Course/Module Title/CIN _____
Post evaluation routing: Course Sup: _____ Div Off: _____ Dept Head: _____ Record Maint: _____

Evaluate each item as Above Standard (Abv Stand), At Standard (At Stand), Below Standard (Blw Stand), Unsat(isfactory), or N(ot)/O(b)served).

	Abv Stand	At Stand	Blw Stand	Unsat	N/O
1. Course/Topic Introduction					
a. Instructor encouraged student participation					
b. Trainer ready for training (clean/functioning)					
c. Effectively monitors student progress (CMS/observation)					
2. Role Play Evaluation					
a. Approachable					
b. Respectful					
c. Conveyed material's importance					
d. Demonstrates ability to explain the difficult concepts					
e. Connected material well					
f. Used personal experience/examples/analogy to stress materials					
g. Provided related instruction when needed					
h. Kept discussion on task					
i. Maintained flexibility					
j. Seized "teachable moments"					
3. Interview Evaluation					
a. Identifies concepts with which students have difficulty					
b. Recognizes individual student differences					
c. Identifies courseware segments that are below standard					
4. Summary from both Role Play and Interview					
a. Knowledgeable of topic					
b. Enthusiastic					
c. Maintained a positive, professional attitude					
d. Explained material clearly					
e. Used oral communication skills effectively					
f. Used written communication skills effectively					
g. Maintained proper eye contact					
h. Used gestures effectively and avoided distracting mannerisms					

Give specifics for items marked as Unsatisfactory

Give specifics for items marked as Below Standard

Give specifics for items marked as Above Standard

General comments (e.g. appropriate continuing training info/technique used?)

Overall Evaluation

☐ Sat

☐ Unsat

Evaluator Name/Rate/Rank: _____ **Signature:** _____

I have been debriefed on this evaluation. Instructor Signature: _____ **Date:** _____

Computer Courseware Facilitator Evaluator Guide

1. The nature of facilitation is different than the traditional methods of instruction. The curriculum materials provided to the student are intended to provide most students with most of the information in a manner that requires little instructor intervention. The instructor acts as a tutor and mentor to students who are having difficulty with the material, filling these roles on an as-needed basis, rather than based on a specific schedule of activity.

2. As training becomes distributed and asynchronous, this one-on-one communication may migrate from face-to-face to online facilitation via webex, e-mail or instant messaging.

3. There are existing self-paced courses (both computer-based and non-computer-based) that depend on the instructor as a facilitator, rather than as a lecturer or lab instructor.

4. Because these instructor roles are significantly different from a traditional classroom instructor, the evaluation criteria are different too. Facilitator evaluation is an issue of subject matter expertise and one-on-one communication. Extended observation of in-class/on-line facilitation will generally not be a best use of evaluator time. Additionally, as more training becomes distributed (i.e., the students are not physically present with the facilitator), it will be increasingly important how well a facilitator can communicate clearly in writing.

5. Levels of performance

a. Above Standard. The instructor's performance in this area is such that it can serve as a model for other instructors.

b. At Standard. The performance in this area fully supports the accomplishment of the training objectives.

c. Below Standard. The performance in this area barely covers the minimal elements of the training objectives. There are enough deficiencies in the instructor's performance that monitored instructor improvement and subsequent re-evaluation are appropriate.

d. Unsatisfactory. This element of the instructor's technique or subject matter expertise was so poor that the evaluator feels the instructor should not be considered qualified to teach the topic.

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e. Not Observed. An area that was not evaluated either because the element is not applicable or appropriate to the training being conducted or the evaluator did not observe the element for whatever reason.

6. Overall evaluation

a. Unsatisfactory. One or more evaluated elements were unsatisfactory OR the cumulative effect of those elements that were evaluated as below standard rendered the training ineffective.

b. Satisfactory. The training was effective and no individual element was evaluated as unsatisfactory.

7. Evaluation procedures

a. Prior to the evaluation, the evaluator shall familiarize him/herself with the courseware and the types of problems that students typically experience in learning its material.

b. The first phase of the evaluation is desirable, but not mandatory. If possible, observe the facilitator as he/she introduces a course/module to an actual class and complete section 1 of the evaluation.

c. The second phase of the evaluation is a role-play wherein the evaluator poses as a student who is having difficulties with a segment of the course. During this phase, he/she evaluates the elements of Section 2 of the form and gathers partial data for Section 4.

(1) The evaluator shall have the courseware in front of him/her so the facilitator can make reference to it.

(2) If the course is distributed (so that the facilitator and the student do not normally meet face to face) at least a portion of this phase shall be conducted on line, using the same interface with the facilitator that the student would be using. The evaluator shall not identify him/herself as such in this situation.

d. In the third phase of the evaluation, the evaluator conducts an interview with the facilitator and completing Section 3 and the remaining impressions for Section 4. As a minimum, this interview will include:

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(1) Facilitator identification of which topics/learning objectives are most difficult for students and how the facilitator addresses these.

(2) Facilitator discussion of how students' different learning styles have been addressed by software and his/her facilitation.

(3) Facilitator recommendations as to how courseware could be improved. If the course is computer based, the facilitator and evaluator will, concurrently with this discussion, fill out the appropriate form for software feedback and improvement.

e. The evaluator completes the evaluation form and determines the overall evaluation (Satisfactory or Unsatisfactory).

f. The evaluator conducts a critique of the instructor. If the instructor is evaluated as unsatisfactory, the evaluator will ensure the course supervisor is present for the critique.

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EXHIBIT 2-5. AUTOMATED CLASSROOM (AEC) FACILITATOR EVALUATION

NAME/RATE _____ EVALUATOR _____

DATE _____ ROOM # _____ NUMBER OF LEARNERS _____

PRD _____ MIL _____ CIV _____ RECOMMEND MTS – YES ___ NO ___

DIVISION LCPO _____ DIVISION OFFICER _____

COURSE SHORT TITLE/CDP/CIN _____

EVAL TYPE: CERT ___ SELF ___ PEER ___ QUARTERLY ___ ANNUAL ___ MTS ___ CISO ___

Rate each item as: ST (Satisfactory), NI (Needs Improvement), US (Unsatisfactory), NA (Not Applicable)				
1. PRE-CHECKLIST				
a. Certification Records Current	ST	NI	US	NA
b. CPR Certification Current Date: _____				
c. Facilitator Identification Properly Displayed				
d. Facilitator is ready for training				
e. Facilitation Software Operational				
f. Facilitation Environment Properly Organized				
2. FACILITATOR				
a. Assisted learners as necessary				
b. Actively monitors student management software				
c. Responds to electronic alerts				
d. Utilizes electronic feedback to assist learners				
e. Documents deficiencies as they occur				
f. Provides active intervention				
g. Provides passive intervention				
h. Monitors scheduled learning environment time				
i. Identifies learners eligible for outside assistance				
j. Manages learning environment effectively				
k. Administers examinations effectively				
l. Administers performance test effectively				
m. Administers proficiency advancements effectively				
3. DATA BASE AND ELECTRONIC JACKET OPERATION				
a. Enters negative, positive, and neutral comments				
b. Maintains absentee records				
c. Records page 13 entries				
d. Assigns outside learning activities				
e. Merges outside learning records				
4. LEARNING ENVIRONMENT				
a. Documents operational status of training aides				
b. Ensures all safety requirements be observed				
c. Documents operational status of environmental conditions				

AEC FACILITATION CLASSROOM EVALUATION GUIDE

The AEC Facilitation Classroom Evaluation is not meant to ensure perfection. However, the Facilitator is expected to display confidence, enthusiasm, expertise, and effective communication skills. Training shall cease and the Evaluation will be automatically graded as UNSAT if any of the following events occur.

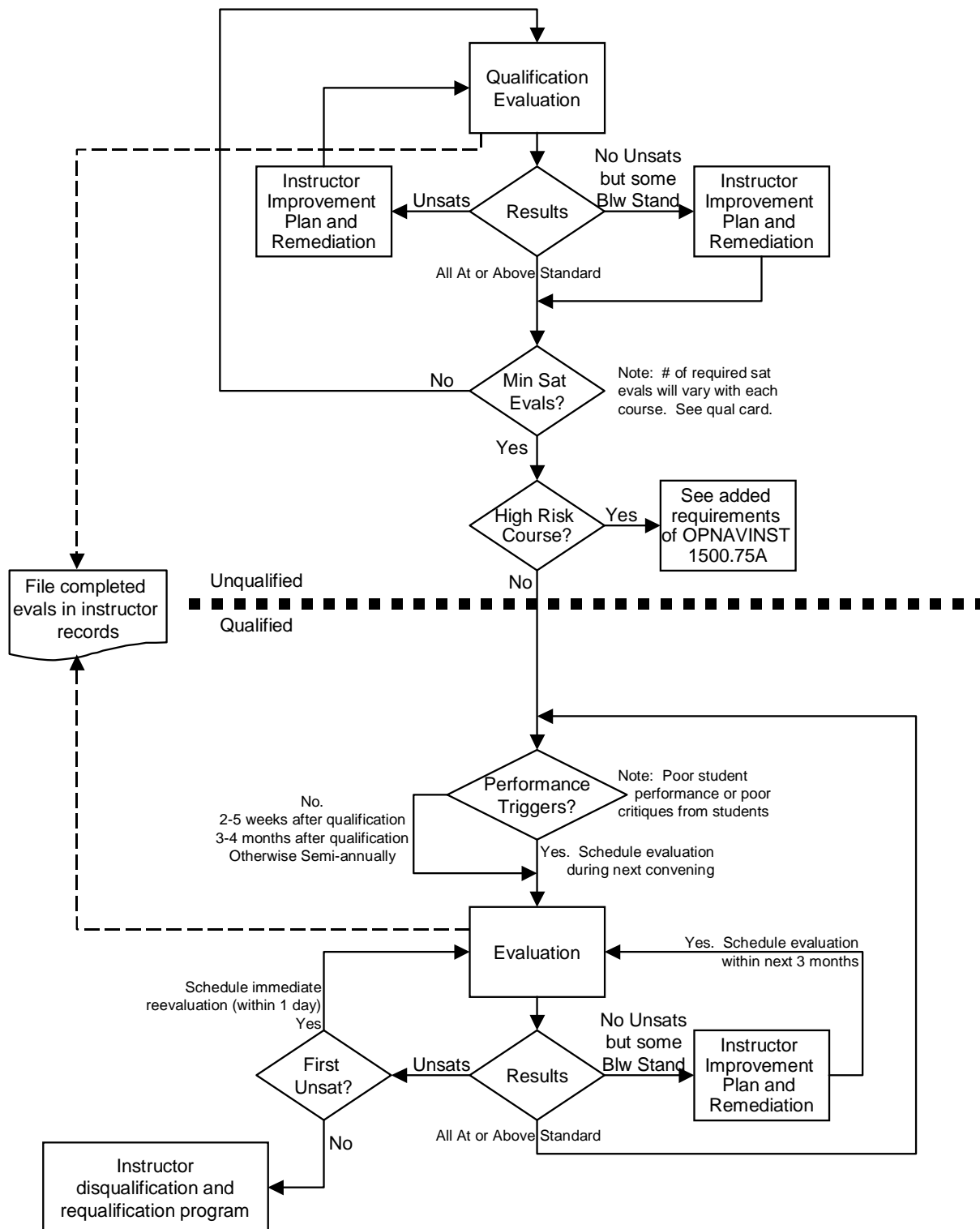
Information accuracy and entry level techniques are minimum criteria for SAT evaluations.

1. PRE-CHECKLIST	SAT	Needs Improvement (NI)	UNSAT
a. Certification records are current.	Facilitator's Evaluation history is complete and not lacking any necessary documents.		Facilitator missing necessary documents. (i.e. Qual Eval, and copy of BIT school completion cert.)
b. CPR Certification current.	Facilitator's CPR card is not expired and is documented in the Facilitator's record.		Facilitator's CPR card is expired or missing. Facilitator's CPR cert. is not documented in record.
c. Facilitator's name-tag is displayed, either on shirt or at the Facilitator workstation.	Name-tag is displayed.		Name-tag is not displayed.
d. Facilitator is ready for training.	Facilitator's appearance is clean and professional.	Facilitator's professional appearance has minor flaws.	Facilitator's appearance is not clean and is disheveled.
e. Facilitation software is operational.	Facilitator has the required software operational at the Facilitator station	Facilitator has some of the software operational	Facilitator has not started any of the required software.
f. Facilitator area is neat and well organized.	Facilitator area and classroom is ready for training, organized, clean and free of distractions.	Facilitator area had minor problems with cleanliness, organization, or classroom has minor distractions.	Facilitator area or classroom is not ready for training. Major cleanliness problems or major distractions in classroom. (i.e. food or unauthorized drink).
2. FACILITATOR	SAT	Needs Improvement (NI)	UNSAT
a. Assisted learners as necessary.	Provides minimal instruction to the learner, will direct the Learner to solve their own Questions.	Spend more time instructing the learner than directing learner where to remediate.	Spends an excessive amount of time instructing the learner, ignoring other learners request for assistance.
b. Actively monitors learner management software.	Monitors learner progress via software, analyzes quiz results, test results, and PT results. Provides intervention as necessary.	Makes infrequent checks of learner progress via software allowing some multiple attempts on quiz, test or PT.	Does not monitor learners progress via software. Allows multiple attempts of quiz, test or PT prior to any intervention.
c. Responds to electronic alerts.	Monitors software and responds in a timely manner to learner. Request for assistant, quiz failure, test failure, or PT failure.	Makes infrequent checks of software, responding more to learner request by visual or verbal indications.	Does not monitor software for failures or request for assistance.
d. Utilizes electronic feedback to assist learners.	N/A at this time	N/A at this time	N/A at this time
e. Document deficiencies as they occur.	Document deficiencies with learners or equipment in a timely manor.	Delays in documenting deficiencies of learners or equipment beyond a reasonable amount of time.	Fails to document deficiencies with either learners or equipment.
f. Provides active intervention.	Provides immediate, necessary interaction when a situation arises.	Delays in interacting when all indications show a need for interaction with a learner.	Fails to interact when there is a need for response. (i.e. multiple failures, days behind etc.)
g. Provides passive intervention.	Facilitator is aware of learner problems, learning ability or other outside factor that may effect learner learning.	Facilitator is aware of learner outside problem and shows no concern in relation to training effort.	Facilitator has a lack of knowledge of outside problems effecting learner ability to perform.

h. Monitors scheduled learning environment time.	Monitors learner breaks to ensure reasonable frequency and time. Intervenes if required.	Learners taking excessive breaks or time on breaks with little intervention.	Learners taking excessive breaks or time on breaks with no intervention.
i. Identifies learners eligible for outside assistance.	Monitors software and interacts with learners to determine if they would benefit from a given outside assistance.	Monitors software and assigns learners to a given outside assistance program.	Does not interact with learner and assigns outside assistance.
j. Manages learning environment effectively.	Maintains a quiet classroom, allows peer training but does not disturb the other learners.	Manages a classroom, but the noise level of learner to learner interaction is disruptive to others.	Manages a classroom, but does not control learners' use of time. Allows excessive learner to learner interaction of non-classroom material.
k. Administers examinations effectively.	Checks to determine if all requirements have been met. Monitors learner to ensure no unauthorized material is used. Reviews examination to determine path of remediation for learner.	Fails to accomplish any one of the SAT requirements.	Does not check to see if all requirements are met. Does not monitor learner during examination. If learner is unsuccessful, assigns to repeat all lessons without reviewing the exam.
l. Administers performance test effectively.	Checks to determine if all requirements have been met. Monitors learner to ensure no unauthorized material is used. Proctors any test failures to determine if learner: knows the subject matter, knows what is required of them to accomplish the task. Determine what the learner requires for remediation prior to another attempt. Proctor all further performance test of that area.	Fails to accomplish any of the SAT requirements. Proctor leads the learner through the performance test.	Proctor uses the opportunity to explain the operation of the circuit to the learner. Proctor leads the learner by pointing out what is being done wrong as learner goes through the test. Proctor shows learner how to do a given step in the procedure.
m. Administers proficiency advancement effectively.	Interacts with the learner to determine if the learner has knowledge of the area. Monitor learner during the unit exam. Documents in record learner request to challenge the MOD. Checks to ensure the written test was successfully completed prior to attempting the performance test. Monitors the learner during the performance test.		Fails to meet any one of the SAT requirements.
3. DATA BASE AND ELECTRONIC JACKET OPERATION	SAT	Needs Improvement (NI)	UNSAT
a. Enters negative, positive, and neutral comments.	Records indicate the Facilitator is making entries for: Learner progress Assignments for outside assistance. Disciplinary action Outstanding progress Outstanding inspection Course challenges/results Counseling	Records indicate the Facilitator is making few entries. (i.e. only weekly progress reports.)	Records indicate the facilitator is not making current or updated entries.

b. Maintains absentee records.	Absentee records indicate a reason for being out of the Classroom. Learners currently out (other than being on break) should be highlighted in red on the Database.	Absentee records do not indicate reason for being out of the classroom.	Absentee records are not current or are not entered.
c. Records page 13 entries.	Any page 13 entry that involves the learners academic performance should be entered in the Database. PDA issue should be entered in the record.		Known page 13 entries have not been made.
d. Assigns outside learning activities.	Assignment/Recommendation for outside learning activities is entered in the learner's record along with what the learner is to accomplish. Follow up entry is made to indicate results of the assignment.	Record only states the learner was assigned to or recommended to attend outside learning activities. No follow up entry has been made.	No entries have been made regarding outside learning activities.
e. Merges outside learning records.	Facilitator is able to explain or demonstrate the procedure for merging data, and how to verify work done.		Facilitator does not know how to merge outside learning records.
4. LEARNING ENVIRONMENT	SAT	Needs Improvement (NI)	UNSAT
a. Documents operational status of training aids.	Completes the daily room inventory of test equipment. Completes the required paperwork for a faulty card or trainer. Properly logs any movement of equipment from one location to another.	Room inventory not accomplished on a daily basis.	Room inventory not accomplished Faulty cards not labeled or given to repair.
b. Ensures all safety requirements be observed.	Facilitator makes frequent and determined rounds in the classroom to ensure learners follow established procedures for electrical and lab safety gives proper remedial safety instructions to learners when safety violations occur.	Facilitator makes infrequent rounds in the classroom but generally insures that the learners adhere to electrical and lab safety procedures.	Facilitator makes occasional round in the classroom but generally stays seated at the Facilitator workstation and doesn't ensure learners adhere to electrical and lab safety procedures. Does not recognize a safety violation or give correction when one occurs. (If marked UNSAT, eval should stop.)
c. Documents operational status of environmental conditions.	N/A at this time	N/A at this time	N/A at this time

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EXHIBIT 2-6 - INSTRUCTOR EVALUATION FLOW CHART

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CHAPTER 3 - INSTRUCTOR RECOGNITION

Ref: (a) NETCINST 1650.1A
(b) NSTCINST 1650.1
(c) Command Instructor of the Year Program
(d) NETCINST 1500.2
(e) CNETINST 5200.5B
(f) BUPERSINST 1610.10
(g) OPNAVINST 6110.1G

Exhibit: 3-1. MTS Nomination Letter

3-1. Introduction. Instructors showing superior performance should be recognized. In addition to "usual" awards (e.g. letters of commendation, Navy Achievement Medals, etc), there are two existing programs that provide recognition:

- a. Instructor of the Year Program; and
- b. Master Training Specialist (MTS) Program.

3-2. Instructor of the Year Program. References (a), (b), and (c) provide procedures for submitting Instructor of the Year nominations to recognize exceptional instructional abilities. Each command shall establish a program that locally recognizes superior instructors and serves as a support program for nominating instructors for NSTC and NETC Instructor of the Year competitions.

3-3. Master Training Specialist (MTS) Program. Reference (d) recently announced that the Master Training Specialist (MTS) program will be replaced with the Master-Level Education and Training Specialist (ETS) Program. Until NETC promulgates the Core Competency Certification Requirements Handbook, NSTC training sites will continue to operate legacy MTS programs established under reference (e). The following procedures for qualifying as a Master Training Specialist implement the requirements of reference (e). All instructors will have 18 months from commencement of instructor tour to complete MTS requirements. Those not qualifying within that time frame will be referred to the activity's LSO with recommendations. Referrals shall include all training evaluations for that instructor. Information on the MTS program can be found on NKO under the leadership tab. Under leadership select "Navy Trainers" located on the left of the screen.

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a. MTS designation provides recognition for outstanding individual effort and fosters greater command training professionalism. By completing this program, the MTS designee will have demonstrated highly effective teaching skills and a comprehensive knowledge of training management, administration, and curriculum development. The objective of this program is to create a cadre of personnel with advanced knowledge and capabilities to perform critical training management functions to include: conducting in-service training; instructor evaluations, and course relevance reviews. The program also establishes core competency certification requirements, training mentors, and MTS Nomination Board members to help ensure a successful MTS program within a command.

b. To ensure quality control, the Commanding Officer is the final certification authority. Commanding Officers shall appoint an MTS Coordinator who will oversee the administration of the command's MTS program. Training Managers^G are strongly encouraged to participate in the MTS process as evaluators and qualify as MTS.

c. Eligibility to attain the MTS certification is limited to the following:

(1) Navy officer, enlisted, and civil service personnel permanently assigned to training billets. Training billets are defined as instructors, Learning Resource Center supervisors, curriculum development and instructional standards personnel, or equivalent.

(2) Other military service personnel permanently assigned to the command.

(3) Selected Reservists who have been assigned to a training billet, are in a satisfactory drill status, and have completed at least two periods of reserve annual training. Contractors are NOT eligible to participate in this program.

d. MTS Candidates must:

(1) Complete formal instructor training through one of the Navy's formal training paths: Journeyman Instructor Training (JIT^G) School (NEC 9502) or Navy Leadership Instructor Training Course (NEC 9518) (or equivalent for other military service personnel). In the case of federal civilian personal, requests for waiver of this requirement may be submitted to the

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Commanding Officer when it is deemed the candidate has equivalent training or educational background.

(2) Have been qualified to teach one or more courses/modules for at least 6 months.

(3) Complete "Discover Navy Knowledge Online" sections NKO^G 101, 102 and 103. (Log into NKO Home Page and select "About NKO" at upper right. Scroll down to the "Navy Career Tools-Learning Tools" section and either download or open on line the link "DISCOVER, the 5VM and CMS".)

(4) Complete the Job Qualification Requirements (JQR) of reference (e) and forward to the MTS Coordinator via the course supervisor^G and division officer.

(5) Meet performance evaluation requirements. Candidates evaluated under reference (f) must receive no mark below 3.0 in any trait for the 12-month period preceding nomination. Officers must have no mark below "Promotable" in any trait for the 12-month period preceding nomination. Federal civilians must have passed their most recent performance appraisal.

(6) Military personnel must pass the Physical Readiness Test (PRT) per reference (g). Personnel with medical waivers must have passed the last PRT taken prior to the medical waiver. All military personnel will be within the height/weight or body fat standards.

(7) Have at least 1 year remaining until their Projected Rotation Date (PRD). Commanding Officers may waive this requirement on a case by case basis.

(8) Be evaluated using the procedures of Chapter 2 at least twice in a three month period.

(a) One of these may take the place of a regularly scheduled evaluation.

(b) One of these evaluations must be conducted by an MTS or Training Manager^G from outside the candidate's department. (This may be waived at schools where only one training department exists.) This "external" MTS must have appropriate subject matter expertise or must be aided in the evaluation by someone who can assess the SME^G level of the MTS candidate.

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(c) These evaluations shall be conducted in different settings unless the instructor only teaches in one setting.

(d) Evaluations showing 20% or more of any overall evaluation attributes as being "unsatisfactory" or "below standard", will not meet minimum requirements for consideration. At least 25% of the observed attributes shall be rated as "Above Standard."

(e) Personnel in training billets other than instructor are exempt from the instructor certification process, but must obtain at least two evaluations that meet the intent of instructor evaluation for the billet the candidate is assigned.

e. After completion of the above requirements, course supervisors will nominate MTS candidates to the MTS Coordinator via the division officer using a memo/email similar to [Exhibit 3-1](#).

f. Division officers and course supervisors will provide the MTS Coordinator with a package on each nominated candidate. The packages will include the nominee's completed JQR (locally developed), the MTS evaluations and any other documentation that supports the nomination.

g. The MTS Coordinator will periodically schedule and convene, not less than quarterly, a MTS Nomination Board consisting of the MTS Coordinator (who will serve as chairman) and at least one other MTS qualified individual. Commanding Officers are encouraged to assign training managers to observe and assess MTS Nomination Boards.

h. The MTS Nomination Board shall:

(1) Ensure candidates meet all eligibility requirements before inviting them to appear at the oral MTS Board.

(2) Interview nominees on any portion of the MTS JQR that the board deems appropriate. Judge the candidate's ability to carry out the training management and leadership duties typically assigned to MTS. If the board finds the nominee to be qualified in all respects, the nomination shall be forwarded to the Commanding Officer recommending designation as a Master Training Specialist.

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i. The MTS Coordinator will

(1) Inform candidate(s) of their board results and provide them with the reason(s) for the decision.

(2) As senior MTS board member, forward recommended MTS candidates' records to the Commanding Officer for certification.

(3) Ensure certificates, medallions, and designation letters are prepared and presented to the MTS selectees upon Commanding Officer certification.

(4) Ensure MTS selectees are properly documented in the command's instructor records and in the individual's service record. Officers will be recorded in the appropriate electronic record. Civilians will have a copy forwarded to their supervisor.

j. Candidates who fail the MTS Board may be re-nominated 60 days from the date of failure.

k. Master Training Specialist Decertification. Periodically, an instructor designated as a MTS will fail to maintain the instructional or military performance standards expected of MTS certified instructors. In these cases the following action shall be taken:

(1) Commanding Officers will remove the instructor's MTS certification and notify the individual of this action in writing.

(2) Appropriate entries shall be made in the member's record.

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EXHIBIT 3-1 - MASTER TRAINING SPECIALIST NOMINATION LETTER

(electronic submission preferred)

From: _____ Course Supervisor, Code _____
To: Chairman, MTS Nomination Board
Via: Division Officer
Department Head

Ref: (a) NSTCINST 1650.1

1. Per reference (a), I nominate

(Rate/Rank, Full Name)_____
(SSN)

for Master Training Specialist.

2. Candidate reported:

Month / Day / Year

3. Instructor qualified:

Month / Day / Year

4. Instructor Training completed:

Month / Day / Year

5. Projected Rotation Date (PRD):

Month / Year_____
Course Supervisor

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CHAPTER 4 - INSTRUCTOR CONTINUING TRAINING PROGRAM (ICTP)

Exhibit: [4-1. Instructor Development Plan](#)
[4-2. Staff Short Range Training Plan](#)
[4-3. Training Critique Form](#)
[4-4. Continuing Training Exam Cover Sheet](#)
[4-5. Training Status Log](#)

4-1. Introduction. The continued effectiveness of training in the Naval Service Training Command domain is dependent on the effectiveness and quality of instructors. To ensure the continued effectiveness and quality of instructors, the Commanding Officer at each training site shall implement an instructor Continuing Training Program focused on improving instructor technique, level of knowledge and currency. Collaboration across sites in creating training materials is encouraged to save instructor time and enhance the quality of the program. The program may include team training, practical hands-on training, group seminars, monitored evolutions, theory to practice, and lectures. In each case, assessed team training events, monitored evolutions, oral interviews, and written exams will be used to evaluate training effectiveness.

4-2. Instructor Continuing Training Program Requirements

a. To ensure that an instructor maintains currency on the latest teaching methods and lessons learned, each training site shall have a robust Instructor Continuing Training Plan (ICTP^G).

b. The purpose of an ICTP is to improve instructional technique, to broaden instructor level of knowledge and skill base. The ICTP shall include departmental and divisional training programs.

c. Under the guidance and oversight of his/her course supervisor^G, each instructor will maintain an instructor development plan in his/her qualification record that details specific training goals to improve his/her instructional technique and technical knowledge, and details the timeline and methods he/she will use to accomplish these ends. The instructor will review this plan with his/her supervisor as a minimum after every evaluation, after completing qualification on a new course or module, and after any quarterly training exam on which he/she received a score below 3.0. This plan must address any areas marked on any recent evaluations as "below standard" or "unsatisfactory." It must also address weak areas

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from the quarterly training exams. [Exhibit 4-1](#) provides the form for an instructor development plan and gives an example.

d. Departments and divisions will develop training programs that deepen the understanding of assigned instructors on content, delivery methodology and extend their knowledge of how their course(s) fit into the broader scheme of Fleet support. These programs will ensure the following training needs are addressed:

(1) Training in instructional methods. Department heads shall select training materials to form a standard training plan for qualifying personnel. It shall include those specific instructional techniques that are specific to the workgroup, but are not sufficiently addressed in Journeyman Instructor Training. Examples would include training in Interactive Multimedia Instruction (IMI) facilitation for courses with modules that are conducted using IMI. Periodic training shall also address advanced instructor topics such as how to conduct instructor evaluations, how to modify or create curriculum materials, and how to administer Navy training.

(2) When in-house expertise is not available, activities may request external experts as available to conduct department training.

(3) Training shall indicate references to allow trainees to deepen their understanding of the subject matter or research on the subject.

(4) Training planners shall incorporate a variety of training methods (team and practical hands-on training, group seminars, monitored evolutions, theory to practice, drills and lectures) applicable to their topic to make effective use of the training. Planners should consider occasionally combining training groups for instructional events, such as team trainers.

e. Each training group will schedule training using a quarterly Staff Short Range Training Plan, [Exhibit 4-2](#).

4-3. Instructor Continuing Training Program Assessment. To evaluate the effectiveness of training, training sites shall assess their training through the following methods:

a. Each training session will be monitored by the senior person present using the Training Critique Form, [Exhibit 4-3](#). Attendance of personnel will be recorded on the back of the

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Critique Form. Completed forms will be retained with the Short Range Training Plan.

b. Each command will develop and administer annual instructor continuing training exams. These tests shall include all topics. Test developers shall collaborate with subject matter experts to develop high-quality questions and appropriate grading criteria. Records of completed examinations shall be recorded on the Instructor Continuing Training Examination Cover Sheet, [Exhibit 4-4](#) and a summary of the training group results shall be annotated in the space provided on the Short Range Training Plan.

c. Within five workdays of the completion of each quarter, each training group will forward the annotated Short Range Training Plan (including completed monitor sheets) for chain of command review.

4-4. Training Status Log (TSL)

a. Training deficiencies and newly identified requirements shall be tracked until the necessary training has been satisfactorily completed or incorporated into the Short Range Training Plan.

b. Training group leaders shall maintain a Training Status Log (TSL), [Exhibit 4-5](#), to document areas in which training is needed. Members of the training group shall be encouraged to make Training Status Log entries when a deficiency or new requirement is identified.

c. Training group leaders shall use the log to assist in developing training plans.

d. TSL procedures:

(1) Instructors will make TSL entries to identify topics that would improve command training efficiency and effectiveness.

(2) The training group leader will review entries and determine the magnitude and extent of the training deficiency, the most effective training to improve upon the deficiency, and determine a suitable subject matter expert (SME^G) to provide the training. With the assistance of that SME, the training group may be tested to determine the extent of the weakness.

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(3) Training may be scheduled as emergent responsive training and/or added to the next Short Range Training Plan for coverage at a later date, as necessary. The TSL shall be appropriately annotated/updated in pencil until the training deficiency is corrected.

(4) At least quarterly, the TSL shall be forwarded with the Short Range Training Plan to the department head via the chain of command for review. Reviewing Officers will annotate their review by initialing and dating in the margin next to the last entry in the TSL.

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EXHIBIT 4-1. INSTRUCTOR DEVELOPMENT PLAN

Name/Rate/Rank: _____

Date: _____

Current instructor assignment _____

Date of most recent eval: _____

(Course/Module): _____

Development objective:

What do I need to know to do this?

How will I gain this knowledge?

What technique practice do I need?

How will I know that I have gained and applied this knowledge satisfactorily

Development objective:

What do I need to know to do this?

How will I gain this knowledge?

What technique practice do I need?

How will I obtain this practice with appropriate coaching?

Development objective:

What do I need to know to do this?

How will I gain this knowledge?

What technique practice do I need?

How will I obtain this practice with appropriate coaching?

EXHIBIT 4-2. SHORT RANGE TRAINING PLAN (QUARTER)

A. LECTURES/SEMINARS/LABS/TEAM TRAINERS TRAINING GROUP _____ QTR _____

Date	TOPIC	Leader	Monitor	#	Remarks

B. INSTRUCTOR CONTINUING TRAINING EXAMINATIONS

Date	TOPIC	HIGH	LOW	AVG.	#	Failed	Remarks

Submitted: _____ / Date _____

Approved: _____ / Date _____

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EXHIBIT 4-3. TRAINING CRITIQUE FORM

Date:_____ Length:_____ Leader:_____
Subj:_____ Monitor:_____
Training Group/Type:_____ Number Attended:_____
C/M/Ts Covered:_____
Comments:

Recommended Action:

Lead SME Remarks:

Department Head Remarks:

Executive Officer Remarks: (as Applicable)

Commanding Officer Remarks: (as applicable)

* upon completion retain with quarterly training plan

NAME	NAME	NAME

Comments on Absentees:

EXHIBIT 4-4. INSTRUCTOR CONTINUING TRAINING EXAMINATION
COVER SHEET

Training Department: _____ Date Administered: _____

Topic(s):

Examination Approval:

Submitted _____

Reviewed _____

Reviewed/Approved _____

LSO _____

Results: High _____ Average _____ Low _____

Note: Each training site will align the results ratings with numbers below to fit their program (s). No. Failed _____ of _____

NAME	OVERALL	1	2	3	4	5	6	7	8	9	10	REQUIRED ACTION
AVERAGE												

Assigned Graders _____

Examination Review: _____

Leading Petty
Officer

Division Officer

Department Head
XO

CO

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EXHIBIT 4-5. TRAINING STATUS LOG

Training Status Log

Code: _____

Date	Training shortfall	Crs Sup Review	Status	Low	Pre-Testing Average High	Date Cleared
Entered by		Div Off Review		Low	Post Testing Average High	Crs Sup

Date	Training shortfall	Crs Sup Review	Status	Low	Pre-Testing Average High	Date Cleared
Entered by		Div Off Review		Low	Post Testing Average High	Crs Sup

Date	Training shortfall	Crs Sup Review	Status	Low	Pre-Testing Average High	Date Cleared
Entered by		Div Off Review		Low	Post Testing Average High	Crs Sup

Date	Training shortfall	Crs Sup Review	Status	Low	Pre-Testing Average High	Date Cleared
Entered by		Div Off Review		Low	Post Testing Average High	Crs Sup

Date	Training shortfall	Crs Sup Review	Status	Low	Pre-Testing Average High	Date Cleared
Entered by		Div Off Review		Low	Post Testing Average High	Crs Sup

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CHAPTER 5 - CURRICULUM MANAGEMENT

Ref: (a) CNETINST 11102.2C
(b) NAVEDTRA 130A

Exhibit: [5-1. Training Project Plan \(TPP\) Guidelines](#)
[5-2. Training Course Control Document Guidelines](#)
[5-3. Curriculum Material Guidelines](#)
[5-4. Course Pilot and Pilot Report Guidelines](#)
[5-5. Letters of Promulgation and Change/Revision Guidelines](#)
[5-6 Curriculum Developer Qualification Card](#)
[5-7 Curriculum Status List](#)
[5-8 Curriculum Action Check List](#)
[5-9 Curriculum Status List Flow Chart](#)
[5-10. NSTC Curriculum Requirements Flow chart](#)
[5-11. Training Materials Development Process Overview](#)
[5-12. Determining The Need For A Training Project Plan](#)
[5-13. Training Project Plan Development Process Overview](#)
[5-14. Design Phase Process Overview](#)
[5-15. Design Phase Process Overview Topic Instructional Materials](#)
[5-16. Test Plan Preparation Process Overview](#)
[5-17. Master Course Schedule Preparation Process Overview](#)
[5-18. Pilot Course Monitoring Team](#)
[5-19. Pilot and Promulgation Process Overview](#)
[5-20. Pilot Course Monitoring/Reporting](#)

5-1. Introduction. To successfully accomplish our training mission and execute the Revolution in Training, efficient development and maintenance of curriculum is required. Everyone within the Naval Service Training Command (NSTC) domain must look for innovative ways to ensure the right training is given to each Sailor at the right time and in the most effective and efficient manner. To ensure these goals are met, curriculum developers^G must execute each of the following processes:

a. Evaluation: The surveillance and feedback mechanisms used to ensure existing curriculum is correct and efficiently meeting the needs of the Fleet.

b. Changes/Revision^G: The methods for updating curriculum to improve its accuracy and relevance and to improve the delivery of content.

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c. **Development:** The creation of curriculum that meets new needs or represents value-added departures from previously used methods of content delivery.

d. **Cancellation:** The deletion of curriculum that has outlived its usefulness.

e. **Blended Training.** The organization and operation of NSTC and its subordinate activities must support the Navy's vision of flexible, learner-oriented training that meets the needs of our Sailors and the Fleet. Well-designed Computer Based Training (CBT^G) residing in the ILE^G can fulfill much of this need.

(1) In some cases computers cannot adequately simulate all aspects of a task. Examples include practice of physical skills and practice of team skills. (Because of the variable characteristics of individual team members and their interaction with a particular scenario, team dynamics are usually too complex to permit satisfactory computer simulation for a given team member.) In these situations, there is no substitute for the hands-on experience of a lab or the interpersonal interaction of a team trainer.

(2) Thus, the curriculum development team must carefully analyze each knowledge and skill we wish our Sailors to gain in a training event (or series of events) and design the optimal blend of computer-based, instructor-led, laboratory and team training.

(3) Additionally, the curriculum developer must weigh the resources available for investment across the NSTC domain against the criticality of the knowledge or skills his/her particular project strives to teach. The goal is to provide training that will prove adequate under all reasonably probable circumstances.

f. **Science of Learning.** The Science of Learning is a systematic organized set of doctrines^G, ideas, and principles^G based on extensive research in the area of developing and understanding how people learn and how this knowledge is transferred into skills. The Navy Learning Model incorporates the Science of Learning to include OJT/Mentoring, Instructor-Led Learning, Collaborative learning, Computer-Mediated Learning and Reference-Based Learning.

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5-2. Curriculum Management Organization and Responsibilities.

While this section addresses many of the general responsibilities for the various participants in curriculum management, it is not all-inclusive. Consult the procedures section (5-6) for specific actions associated with various procedures.

a. The NSTC Chief Learning Officer, (CLO^G), is the Curriculum Control Authority (CCA^G) for all NSTC curricula. The CLO will:

(1) Provide policy and direction for development, maintenance, management, and evaluation of training programs/materials and documents.

(2) Determine which methods will be used for curriculum development.

(3) Monitor milestones for curriculum development and revision efforts. Track the promulgation and implementation of new, revised, or changed courses to all training sites.

(4) Exercise curriculum control and approval authority. Specifically, CLO will review and route Training Project Plans (TPPs^G) from activities to the appropriate NSTC staff for funding and staffing approval. He/She will provide timely feedback to submitting activities on the status of TPPs. He/She will approve TPPs and issue letters of promulgation for courses and their revisions.

(5) Maintain liaison with other training sites under NSTC, NETC and NPDC centers to eliminate course duplication, foster standardization, and facilitate curriculum reuse and repurposing to improve efficiencies.

(6) Work closely with NSTC 'N' codes to coordinate efforts for new requirements. Brief CNSTC on any delay in implementation of new training requirement.

(7) Ensure American Council on Education (ACE^G) evaluates new and revised courses for credit and ensures existing courses are resubmitted when current evaluation expires.

(8) Provide professional assistance to subordinate activities in the development of curriculum materials and in collection and interpretation of training management^G information.

(9) Maintain a Master Course Database of all NSTC courses showing their status and the points of contact (POC).

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b. Commanding Officers will designate a POC for curriculum matters at their training site. These individuals will function as the command Learning Standards Officer (LSO). Commanding Officers also may designate a command CCMM. Working closely with the CLO or CLOs representative, these POC's will frequently review courses and curricula, both existing and under development, to ensure Fleet training needs are met.

c. As CCA, the CLO will exercise CCMM responsibilities for new development or reengineering projects until the course is brought on line.

d. LSOs and CCMMs, in close cooperation with the CLO, will:

(1) Prepare and submit TPPs and other documents for assigned courses to the CCA.

(2) Develop or modify curriculum and training materials for the designated course curriculum as directed by CLO.

(3) Act as the distributor of all curriculum material for courses under their cognizance.

(4) Work with military representatives or contractor personnel to produce course materials.

(5) Maintain liaison with the Navy Integrated Training Resources and Administration System (NITRAS^G) Coordinator as detailed in Chapter 6 to ensure NITRAS data is correct and up-to-date.

(6) Maintain liaison with CLO or CLO representative to ensure developed/modified curriculum materials address training requirements.

(7) Report progress on course development/revision to the CLO.

(8) Provide course materials to the CLO upon request for the purpose of quality monitoring.

(9) Distribute copies of all training materials via the most efficient means.

(10) Maintain the master copy of course materials, including curriculum, and a duplicate in a separate location to prevent loss of the material in the event of a disaster. Site

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master copies at other training sites that teach the course fulfill this requirement. Also, maintaining a local copy of the curriculum will aid in maintaining standards and improving consistency.

(11) For each course, specify instructor qualification and testing requirements as discussed in [Chapter 1](#).

e. NSTC N9 will consist of teams containing both civilian education and training specialists and military personnel. These teams will coordinate production of new curriculum materials. For major projects, NSTC training activities will be tasked with providing experienced instructors with subject matter expertise in the development area to "storyboard" for the curriculum development project. These personnel will generally be removed from their normal duties and may need to travel for certain meetings and training, but will generally conduct their storyboard production duties at their activities.

f. Local Learning Standards Officer (LSO^g), will assist CCMM's in all aspects of curriculum maintenance and administration. Specifically they will:

(1) Be the primary conduit for CCMM communication with the CLO over curriculum matters.

(2) Provide monitoring of curriculum delivery at the training activity.

(3) Conduct liaison with the designated CCMM for all curricula taught at their sites to facilitate effective communication for curriculum maintenance.

5-3. Curriculum Management Documents and Standards

a. The on-going computer revolution brings numerous benefits to the Revolution in Training:

(1) Speed and clarity in communication.

(2) Ease of record keeping on course material and student performance.

(3) Computer aids in presentation of material, in simulation of work tasks, and in monitoring of student progress and achievement.

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b. We must exploit these resources to enhance the administration and coordination of our curriculum development, improve the quality of our curriculum materials, speed the production and distribution of curriculum changes in response to fleet developments, standardize the data on student course completion, and analyze those data to assess the effectiveness of our training programs.

c. We must establish standards for the various training documents and products that the wide flexibility computers provide. These standards serve a three-fold purpose:

(1) By standardizing, students and training administrators will improve learning or administering efficiency.

(2) The standards of "best practices" that are proven to enhance student learning can be applied to all our products, again enhancing our efficiency.

d. Exhibits 5-1 through 5-5 contain guidance for many of the documents and products produced in the curriculum development process. This guidance is meant to amplify instructions contained in the other references that define the basic characteristics of these documents and products:

- [Exhibit 5-1](#) - Training Project Plan (TPP) Guidelines
- [Exhibit 5-2](#) - Training Course Control Document Guidelines
- [Exhibit 5-3](#) - Curriculum Material Guidelines
- [Exhibit 5-4](#) - Course Pilot and Pilot Report Guidelines
- [Exhibit 5-5](#) - Letters of Promulgation and Change/Revision Guidelines

5-4. Curriculum Developer Qualification

a. The curriculum development team consists of SMEs^G, experienced instructors, experts in learning theory and, increasingly, experts in the use of computer based learning design and development. The most effective teams are those in which each individual member has some knowledge of all aspects of development and learning.

b. [Exhibit 5-6](#) is a qualification card for curriculum developers. It is aimed primarily at SME qualified instructors who are adding curriculum development to their capabilities and duties.

5-5. Curriculum Status Log (CSL^G)

a. Curriculum deficiencies and newly identified requirements shall be tracked until the necessary modifications have been made to the curriculum.

b. Training Site division officers shall maintain a Curriculum Status Log (CSL), [Exhibit 5-7](#), to document curriculum areas that need modification. Members of the division will identify curriculum deficiencies using the Curriculum Action Check List (CACL^G), [Exhibit 5-8](#).

c. CSL procedures are illustrated in [Exhibit 5-9](#).

(1) Instructors will submit a CACL to their course supervisor^G for any deficiency noted in instructional or testing material.

(2) Course supervisors will identify what needs to be done to correct the identified deficiencies and estimate the man-hours it takes to correct them and forward a copy of the CACL to the Division officer and the LSO. As work progresses on the curriculum project, the course supervisor will update the CACL and forward a copy to the division officer and the LSO.

(3) Division officers will use the CACLs to maintain the CSL and ensure appropriate liaison is maintained between their personnel and the LSO, CCMM, and where required, the CLO to expeditiously correct identified deficiencies.

(4) Department heads shall review their divisions' CSLs quarterly. COs/XOs shall review CSLs semiannually.

5-6. Curriculum Development Procedures

a. Use Exhibits 5-10 through 5-19 as guides to the sequence and responsibilities for the following processes:

- [Exhibit 5-10](#). Overview of Training Materials Development
- [Exhibit 5-11](#). NSTC 'N' code curriculum requirements Process
- [Exhibit 5-12](#). Determining the Need for a Training Project Plan
- [Exhibit 5-13](#). Overview of Training Project Plan Development
- [Exhibit 5-14](#). Overview of Design Phase
- [Exhibit 5-15](#). Overview of Design Phase Topic Instructional Materials Development
- [Exhibit 5-16](#). Overview of Test Plan Preparation

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- [Exhibit 5-17.](#) Overview of Master Course Schedule Preparation
- [Exhibit 5-18.](#) Pilot Course Monitoring Team
- [Exhibit 5-19.](#) Overview of Pilot and Promulgation
- [Exhibit 5-20.](#) Pilot Course Monitoring/Reporting

b. Although Exhibits 5-10 through 5-19 represent the normal way of doing business, they are not intended as inflexible requirements. If the efficient advancement of any project would be hindered by strictly adhering to the processes described, the person discovering the hindrance shall submit to the CLO an alternative plan for advancing the project more efficiently.

c. These procedures are not intended to suppress the free exchange of ideas between any of the parties involved in curriculum development.

EXHIBIT 5-1. TRAINING PROJECT PLAN (TPP) GUIDELINES

Training Project Plan (TPP)

1. TPPs are required for new development or revision of existing courses. A revision is defined as a modification to a course that changes its length, throughput capacity, adds or deletes a teaching facility (including web-based facilities), substantially modifies the learning objectives, substantially modifies methods of instruction, or substantially modifies resources required to deliver the instruction.

2. If there is no curriculum impact, the revised TPP may be developed in Word in the format provided. The following are examples of TPPs with no curriculum impact:

- a. Cancellation
- b. Addition and or deletion of another facility.
- c. Procurement of resources for a training command.
- d. Changes in throughput capacity, max/min class size due to space, equipment and personnel.

3. For new development or a complete reengineering of an existing course, include the following TPP elements unless they are not applicable to the course:

- a. Course Data;
- b. CIN and Revision;
- c. Whether course is New, In Revision, or Being Cancelled;
- d. CDPs and Training Sites;
- e. Course Status;
- f. Course Mission Statement;
- g. Occupational Classification/Prerequisites;
- h. Course Overview;
- i. Summary of Differences.

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j. A summary of Course Length, Class Capacity, expected number of Annual Convening's, "Average On Board" (the amount of student loading for this course averaged over a whole year = $\text{Course Length} \times \text{Class Capacity} \times \text{Annual Convening's} / 365$) and Student Throughput (= $\text{Class Capacity} \times \text{Annual Convening's}$). For courses in revision, these figures shall be given for both current (pre-revision) and planned.

k. Justification for Course Development, Revision or Cancellation - a brief statement about why the course needs to be developed/revised or why it is no longer needed (cancellation TPPs) and what will the impact be of not doing so.

l. Safety Risks and Hazardous Materials associated with the planned curriculum.

m. Curriculum Development Method - brief statements concerning how the curriculum will be prepared, what documents will be associated with the course and how instruction will be delivered to the student.

n. Resource Requirements - A breakdown of Manning assets required to support the course for the next several years consisting of Officer, Enlisted, and Civilian Billets Required, Authorized, Compensated, Available and the "Delta" (difference) between the billets required and the sum of the billets currently authorized and the billets which will be compensated from another source. Unneeded Officer, Enlisted or Civilian Categories can be omitted.

o. Funding for the next several years. Identify by appropriation, such as Operation and Maintenance Navy (O&MN) or Other Procurement, Navy (OPN); and Activity Group/Subactivity Group (AG/SAG). Enter separate lines for one-time (initial) or recurring costs. For existing courses identify only the additional costs required to implement training.

Note: Almost all TPP Funding lines will be O&MN. If an item costs over \$250,000, it will fall into the OPN category.

4. Facilities. Identify requirements for MILCON or special projects for facilities modification. These requirements are highly situation specific. See reference (a) for detailed facilities documentation requirements.

5. Separate lines for specific expense items shall be identified and include the following:

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a. Curriculum development, supplies, travel, equipment, publications, and printing.

b. Contractor costs shall be identified, including curriculum development, instructors, and the operation and maintenance of training equipment.

c. Supplies/Consumables needed to support the course.

d. Printing costs.

e. Travel costs (e.g. instructor TAD for pilot attendance or "train the trainer training").

6. List what it will take to bring the course or revision on line. For revisions, only the differences from the existing course are required. List items in the categories shown below, providing as much information as necessary to describe the item.

a. Item name or official nomenclature.

b. National Stock Number or Part number, Cognizance Code/National Item Identification Number/Special Material Identification Code (COG/NIIN/SMIC).

c. Any other identifying codes;

(1) Acquisition Advice Code (AAC);

(2) Commercial and Government Entity (CAGE) code;

(3) Source, Maintenance, and Recoverability (SM&R) code.

Use only the categories and codes that apply to your project. For each item indicate the number of items needed to support the course, how many of these are already available at the site and not otherwise committed and the shortage. For all items that are not already on hand, provide unit of issue and unit costs. Use a technical reference when it provides source data, amplifying information, or justification for an item.

7. Resource Requirements List (RRL^g) Categories. The RRL is a composite listing of all the material needed to conduct training. It includes:

a. Equipment. Those systems or equipments required to support and conduct training. An example would be "24-station

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Electronic Classroom". For cancellation TPPs, identify the disposition/reassignment of existing equipment.

b. Equipment Refurbished. Those systems or equipments required to support and conduct training which is available for reuse/repurpose from other commands, Navy or DoD sources. Annotate the identified source and the per-unit cost to refurbish the equipment.

c. Computers. This includes stand-alone computer systems and peripherals. For example, desktop computers and printers used to deliver instruction. (Computers networked in an electronic classroom would be under the "Equipment" category.) These computers are not intended for administrative or office support. In general, less expensive desktop models shall be used wherever possible.

d. Software and Interactive Multimedia Instruction. Operational and training software, if not included with the hardware. Also, if the software must be modified, the scope of the modifications shall be included. This category also includes Interactive Courseware (ICW^G).

e. References. Commercial, DoD, and military service publications or technical manuals required to conduct training. List by title, identification number, supplier, quantity required, and quantity on hand. Indicate whether hard copy or electronic.

f. Visual Information (VI) devices such as projectors, "Smart Boards," video playback equipment, overhead projectors, projector screens, movie projectors, television monitors, etc.

g. Visual Information (VI) aids. This would include slides, PowerPoint presentations, posters, wall charts, photographs, films, videos, etc.

h. Consumables. Items that are required for the course, such as magnetic computer disks, special printing paper, plating materials, rags, etc. List quantity required per class. Do not include items that are provided to the students and then retrieved after class. Consumables shall be entered on a "per convening" basis - how many of each item is needed to conduct one complete convening at the site.

i. Training Devices. Ship cutaways, models, inert bombs/weapons, and other devices especially prepared for

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demonstration and handling safety. Unless provided by an OPNAV sponsor, these items can have exceptionally long development and procurement lead-times.

j. Maintenance Trainers. Specialized maintenance trainers and operator training devices (support training but cannot be substituted for operational equipment).

k. Training material. The type and estimated quantity of training materials needed to conduct training. This includes lesson plans/instructor guides, trainee guides (TGs^G), instruction sheets, etc. Quantities and costs shall be estimated through course pilot, or until training activity funding support can be established.

l. Miscellaneous Materials. Special clothing, goggles, standard workbenches, special furniture, equipments and items that do not fall under any other category.

8. Compensation. This section is used to identify sources from which this training project will receive manning and funding resources. This is often a training program that will be eliminated or superseded by the project under consideration.

9. For manpower, consult NSTC N1 and identify required billets and the "source of compensation,". If there is no source of compensation, indicate the billet shortfall. In the current manpower environment, these shortfalls stand high probability of remaining unfilled. Instructor computations (ICOMPS^G) for the training site will be appended to the TPP.

10. For funding, identify the dollar amount required and the "source of compensation".

11. Milestones. Provide target dates for completion of the following milestones: TPP completion, Course Training Task List (CTTL^G)/Job Task Analysis (JTA) data assessment and Learning Objective (LO^G) identification, Training Course Control Document completion, Curriculum Materials completion (Lesson Plan, Trainee Guide, Test Plan), Pilot convening, Pilot Monitoring Report completion, Letter of Promulgation, Distribution to additional sites (if applicable). If there are course-specific key events these shall also be included.

12. CCMs^G will deliver TPPs to the NSTC (N9) CLO for approval. Electronic delivery is preferred via NDMAN, E-mail attachment, or CNET FTP Site. The TPP itself can be (in order of

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preference), Microsoft Word file, Acrobat .PDF file, or printed "hard copy". An E-mail, must be digitally signed by an appropriate authority or a formal letter shall forward the TPP.

13. The N9 CLO will either return the TPP for correction or issue a TPP Letter of Approval.

14. Tentative Approval. In the earliest stages of a new development or of a reengineering effort, the first submitted draft of the TPP may lack sufficient detail to permit unrestrained pursuit of the project. Normally, the major gaps in TPP data surround identifying the assets required to carry out the project. Such a TPP may be given a "tentative approval." This means that the CLO agrees that the project has merit, but has not yet identified a source of funding for major resource investments required for the course (e.g. new trainers, AECs, etc.) Tentative approval is given so that curriculum development can move forward and the developer can further define training requirements. It presupposes that a more robust TPP will be forwarded for approval once more details are known.

15. A course's TPP may undergo several iterations during the development of the course. As its curriculum is written or further research is completed on the best practices for instructional delivery, additional resources may be identified or previously identified requirements may be given more detail. As development progresses, the CCMM working under a tentative TPP Letter of Approval will submit a final version of the TPP to NSTC CLO for approval.

16. Approval. When submitted TPPs do not represent a large commitment of resources over the existing situation, or if the resources for executing a TPP have been identified, the CLO will issue an approval letter for the TPP. This approval will supersede any existing tentative approvals.

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EXHIBIT 5-2 - TRAINING COURSE CONTROL DOCUMENT (TCCD^G) GUIDELINES

1. The Training Course Control Document (TCCD) supplants the TPP as the course matures. The TCCD is a collection of products that summarizes the content, structure, and essential management information for a course. Much of the information was roughed out in the TPP; in the TCCD it is consolidated in a single document for submittal. The TCCD consists of the following items:

- a. Letter of Promulgation;
- b. Table of Contents;
- c. Foreword;
- d. Course Data: These data shall reflect the course(s) to be taught. These course data will supersede the "planned" course data in the TPP.

- (1) Course Title;
- (2) Course Identification Number (CIN);
- (3) Course Data Processing Code (CDP) by Site: CDP;
- (4) Course Status;
- (5) Revision;
- (6) Course Mission Statement;
- (7) Occupational Classification;
- (8) Prerequisites;
- (9) Course Overview;
- (10) Course content includes;
- (11) Training Sites;
- (12) Site Unique Training Considerations;
- (13) Number of Convening's By Site;
- (14) Class Capacity By Site;

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(15) Personnel Physical Requirements;

(16) Security Clearance;

(17) Obligated Service;

(18) NOBC/NEC Earned;

e. Trainee Data. Consisting of;

(1) Personnel Physical Requirements;

(2) Security clearance;

(3) Obligated service;

f. Curriculum Outline of Instruction, consisting of:

(1) Learning Objectives (LOs) - The overall skills and knowledge to be acquired by the student upon completion of training.

(2) Topic Learning Objectives (TLOs^G) - The specific skills and knowledge to be acquired by the student during each topic.

2. Ensure LOs and TLOs address the interrelationships between topics, multi-tasking, watch station awareness, etc., necessary to employ the desired skills in the environmental conditions they will face on the job.

3. The sequencing of topics must be carefully considered; organize the subject matter into specific units of instruction (parts, sections, and topics). The best approach will depend on the students' backgrounds and the nature of the material to be presented. Methods of sequencing topics include:

a. Chronological Order. Sequence flows from: Part - Part, Section - Section and Topic - Topic according to the order in which the events covered occur in time. For example, recruits may be taught, in order: World War I - World War II - Korean War - Vietnam - Desert Storm.

b. Critical Sequence. Ordered in terms of their relative importance. For example, a first aid course may address: potentially fatal injuries, then permanently disabling injuries, then minor injuries.

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c. Simple to Complex. Sequence in terms of increasing difficulty. For example, marine navigation based on buoys and landmarks may be taught before navigation based on the location of stars or satellites. This may result in a particular topic being revisited several times, but each time building on what was learned last time around. This is particularly effective if the goal of the training is an understanding of the theory and principles underlying a system.

d. Comparative Sequence. Teach what is already familiar before teaching the unfamiliar. Sailors should study familiar U.S. ships before less familiar foreign ships. This technique is also very useful within individual lessons where an analogy is drawn between the new material and another system/situation with which the students are familiar.

e. Relationship of like Curriculum Outline of Instruction (COI^G) elements: Parts: Parts - Sections: Sections - Topics: Topics - TLOs: These relationships may be as follows:

(1) Dependent Relationship. To master one Part (or Section or Topic or TLO), you must first master another Part (or Section or Topic or TLO). Those that must be mastered first are taught first.

(2) Supportive Relationship. The learning of one COI element transfers over to another COI element and makes mastery of the second element easier. Such COI elements should be sequenced and taught as close together as possible. Schoolhouse situations may also cause support relationships. Examples include availability of equipment, similar conditions ("at night", "on a muddy terrain", "while flying"), safety and/or cost.

(3) Independent Relationship. The relationship of like COI elements is such that sequencing is not a major factor in learning. You can sequence and teach these as appropriate.

f. Principle of reverse sequencing. You may want to reverse one or more of these sequencing techniques. For example, topics may be arranged in reverse chronological order or from least critical to most critical.

g. Combination approach. Use a mixture of the methods described to sequence elements of the COI in a logical teaching order.

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4. Annexes. TCCD annexes provide the resource requirements and time allocations for the training course.

5. Resource Requirements List (RRL). The RRL is a composite listing of all the material needed to conduct training. It shall refine the RRL submitted in the TPP so there is a clear and complete picture of what is needed to teach the course. See the RRL descriptive notes in the TPP [Exhibit 5-1](#).

6. Course Master Schedule (CMS^G). The CMS and Master Schedule Summary Sheet shall be developed per reference (b). The CMS places the units and lesson topics of the COI into a time schedule. The sequence reflected in the TCCD's CMS will be tested during the pilot of the course. Necessary changes in the sequence will be made after the pilot.

a. Adhere to the following additional guidelines as much as possible:

(1) Consideration must be given to grouping topics for continuity. For example, a practical application session is best if carried through to its conclusion on the same day.

(2) Try to keep closely related lesson topics grouped so that one topic is not left to the next day or over a weekend.

(3) The periods shown for each lesson topic contain the total course periods required to present the Lesson Topic. Here, it is important to differentiate between curriculum periods (the unconstrained time that would be required to teach the lesson topic classroom and labs, as shown in the lesson plan) and course periods (the periods needed to teach all sections of the class, including bottleneck periods).

(4) Place tests in the course as necessary to properly evaluate knowledge/skill level. For long courses, tests or some other assessment activity should usually occur at approximately 40-50 instructional hour intervals throughout the course.

(5) Curriculum periods generally do not include testing, however, if the test is of a type that significant learning occurs during the test, it may be counted as a curriculum period. Examples would include CBT pre/post test, open/closed book test or an evaluated lab session in which students are practicing procedures and techniques that are included in the

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learning objectives. The total course length will be the sum of the course hours, testing periods, and authorized administrative periods.

b. The development of the Course Master Schedule and Course Master Schedule Summary Sheet are important because of their use for instructor/support personnel computations. See reference (b) for detailed instructions.

7. Curriculum developers will frequently review the TCCD throughout the development process for currency, adequacy, and accuracy. Changes in subsequent documents, such as changes in objectives which may be made during the development of the Lesson Plans, will affect the TCCD.

8. Prior to piloting the course, the CCMM will forward the TCCD to the CCA^G. Electronic submission is preferable with an electronically signed email recommending its use in conducting the pilot. The CCA will review the TCCD to ensure the course will meet training requirements and to ensure its documents comply with applicable guidelines. If the TCCD is satisfactory, the CCA will grant permission to conduct the pilot with any additional instructions or information, usually via a digitally signed email.

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EXHIBIT 5-3. CURRICULUM MATERIAL GUIDELINES

1. Trainee Guides. Proof read Trainee Guides carefully. Information should be clear, technically accurate and up-to-date. Grammar and spelling DO make a difference: Poorly written Trainee Guides suggest that a low standard of performance is acceptable.

2. Lesson Plans (LPs^G)/Instructor Guides (IGs^G). Unless details are given in other associated technical material (e.g., graphic presentations, video, etc.), LPs/IGs shall contain all technical information to be delivered in the course. Instructors should NOT have to personalize the IG on what to teach. Rather, personalization should only make notes on how to teach the material that is in the LP/IG: analogies, "sea stories" related to the material, etc.

3. Presentation Media

a. Computer based presentation media (e.g. PowerPoint presentations) shall cover most technical data, diagrams etc., for Instructor Led Training.

b. If available, the local NETPDTC Visual Information (VI) shop should be used to develop high quality multimedia.

c. If a VI shop is not available, the following are some specific guidelines for PowerPoint presentations that will improve their effectiveness. The same principles apply to any graphic presentation:

(1) Avoid an excessive number of words on any given slide. If you must say it, it is more appropriate to divide text between slides. Studies have shown students are less likely to read a slide with excessive text. An appropriate guideline is no more than six words per line and no more than six lines per slide.

(2) Use large fonts (anything less than 24 point is generally hard to read when it is pixilated and projected).

(3) Ensure good contrast between text and background. Avoid using colors that clash.

(4) Do not change the background unless it is necessary to make a particular slide stand out from others. Similarly

keep your text colors consistent unless you are using the color to visually tie certain text to certain highlights or other objects.

(5) Use a simple font as a standard (Times New Roman and Arial are recommended choices). Change only when you wish to make a particular word or slide stand out for emphasis. Remember: If everything is emphasized, nothing is emphasized.

(6) Avoid using all capital letters unless it is for emphasis of a word or short phrase.

(7) Use "WordArt" only for emphasis.

(8) Animate pictures only where it will help in understanding the concepts. Examples: step by step assembly of an object or a procedure.

(9) Do NOT animate text or objects on a slide unless doing so contributes to understanding. If animation is used, avoid using animation types that rapidly move the text (e.g. "fly" type animations), these force the reader to wait for the motion to stop before he/she can begin reading. Similarly, give preference to using "wipes" that go from top to bottom or left to right - the same directions in which we read. NEVER use "random effects"; they distract students from the content.

(10) Do NOT use a transition between slides unless it will aid the student in seeing the differences. Examples: Using the "checkerboard" or "dissolve" transitions could be effective in showing the replacement of a single component in the diagram by another - only the replaced component appears to change. If a procedure requires the student to turn to the next page of a manual, use of the "cover left" or "uncover left" transitions. Particularly avoid using the "cover" and "uncover" type transitions between slides. The motion of the images forces the student to refocus and reevaluate the new slide. NEVER use "random effects"; they distract students from the content.

(11) When subsequent slides are the same, ensure all objects are identically aligned. The easiest way to accomplish this is to make a copy of the first slide and then make the changes to the second. This will ensure students are not distracted by content movement.

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4. Computer Based Instruction (CBI^g) delivers a standardized instruction to students, eliminating the variability found in different instructors. Design strategies include:

a. Motivate learning. Students in initial training have minimal or no familiarity with the ultimate use of the knowledge and skills they are being asked to attain. Design motivational emphasis and examples of the benefit this material will have on their naval career.

b. Present material in a logical, learnable manner. Traditional Navy courses have often been designed in a "stovepipe" manner. A specific topic may simply provide information on that topic without the benefit of providing relationship to other information to build a complete picture. Provide the student a context for use of the information

c. Students learn in different ways. Good CBI development presents material in a manner that appeal to multiple learning styles to meet the needs of all students.

d. Good development exercises students on the material through meaningful repetition, application of new skills in ever more complex situations and in challenges that drive students to further extend connections to other knowledge. Rote memorization practice is easily accomplished by computer, but does not deepen student understanding. Generate meaningful CBI practice sessions that broaden student understanding. In designing these, the developer must ask "what would the instructor do to best broaden the students' understanding." These same techniques should then be adapted to the computer-based instruction to the extent feasible.

e. Knowledge assessment of the students understanding of the material is very important. The purpose of this assessment is to determine what knowledge/skill has been mastered and, more importantly, to identify any misconceptions or other roadblocks that are preventing a student from mastering the material. Designing CBI that does this well requires careful analysis by an experienced SME. Questions should be carefully crafted.

f. Provide appropriate remediation that concentrates on the students' deficiency. In addition to giving the correct answer, the CBI should address the specific misconception that would result in the wrong answer provided by the student. The same question shall not be reused following remediation. Rather a

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similar question that requires the same skill or knowledge should be posed.

g. Good design makes learning fun and interesting for the student. This is especially true when the subject content is very dry and straight forward. Today's generation of learners expect more from their learning experience than previous generations.

h. All CBI will be developed in Evolution for operation within the Navy Integrated Learning Environment (ILE^G). NPDC^G has promulgated extensive guidance for the development and management of content for the ILE. Prior to undertaking ILE content development managers and developers shall consult the latest available guidance at the [Navy ILE Website](#).

i. In conclusion, using the computer as an electronic textbook is NOT adequate. Good design brings the information alive.

5. Testing Materials

a. Writing quality testing material is one of the biggest challenges in curriculum development.

b. The methods of testing the trainee's ability to perform his/her task(s) can range from a relatively simple written test of knowledge he/she must have to perform his/her job; to evaluating his/her individual effort within a team.

c. Written tests (including those that are computer based) have several advantages:

(1) They can be administered to an entire class at one time improving instructor loading efficiencies.

(2) They generally do not require expensive equipment.

(3) The depth of knowledge tested can easily be adjusted by modifying the questions.

(4) The ease of grading the test can be adjusted by using different question types.

(5) Automation of test item analysis.

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d. Disadvantages of written tests:

(1) Many tasks we train on are not written tasks; therefore, we are generally assuming that a measure of the students' knowledge of the task is equivalent to measuring his/her ability to perform the task.

(2) It is extremely difficult to build challenging questions that are both easy to grade and test the students' understanding in a way that will help diagnose his/her weaknesses. The easiest types of questions to grade (multiple choice, True/False, matching) often only measure the trainee's ability to recognize the correct answer and not synthesize information.

e. Performance Tests require the trainee to actually perform the tasks being taught under conditions similar to those he/she will encounter in the fleet. They have some clear advantages:

(1) Performance tests directly test the students' ability to perform the desired tasks.

(2) Because performance tests are conducted under realistic conditions, learning is re-enforced by the student during the performance testing effort.

f. Disadvantages of performance tests:

(1) Due to the students' inability to do everything, grading rubrics are exceedingly difficult to develop resulting in more subjectivity than written tests.

(2) Evaluation often requires (expensive) equipment or simulators that require operation or troubleshooting/repair.

6. Curriculum developers must consider all of these elements and strike a balance between ease of administration, assessment, grading, analysis and depth of knowledge required. It will frequently result in the testing plan containing elements of both written and performance testing. Given the priority of skills performance and competencies over knowledge demonstration, many course testing plans should include substantial performance testing.

7. Knowledge and performance tests shall be distributed throughout a course.

8. The time allowed to complete questions testing will be based on each question's complexity.

9. Essay and other free response type questions shall be fully answerable in 20 minutes. Allot 20 to 30 seconds for Multiple-choice, True/False, and Fill-in-the-Blank questions unless they require the student to perform a time consuming activity such as calculation, data look-ups, etc. When a new written test is prepared, an instructor shall take the test for timing. Time for a student to take the test is typically two to four times as long as for the instructor.

10. Performance tests must be completed within a reasonable time based on the complexity of the tasks. A rule of thumb is to allow the student 1.5 times the typical time it should take to complete the task. This should be sufficient to assess the student's performance and ability to actually complete the task. A job sheet similar to the one used in practice sessions will be used to conduct the performance test.

11. Passing scores for the course and for tests will be determined with SME input and will be articulated in the Testing Plan. Criticality of objectives shall be considered when determining minimum passing scores. Practical/performance tests grading rubrics may take one of several basic approaches:

a. The student starts the evolution with no points and earns points by showing correct behaviors. This system requires the grader to observe everything completed correctly and award points accordingly.

b. The student may start with 100% and points are deducted for undesirable behaviors. This assumes the student will complete all tasks correctly unless observed by the instructor doing something wrong. It has the psychological drawback of "only looking at the negative." Alternatively, grading may be a blend of both - the student starts with some nominal "average performer" score (75%, for example) and he/she gains or loses points based on observed indicators. This allows strong performance in one area to potentially compensate for poor performance in another. It also permits failure in critical areas to be sufficient to fail the exercise and require remediation.

12. Test Security and Cheating

a. All testing materials will properly secure in an area accessible to authorized staff personnel only. This includes test item banks, copies of tests, scoring keys, and computers containing testing materials.

b. Instructors will carefully monitor students while testing and inform students of the consequences of cheating prior to each test.

c. Activities will provide NSTC CLO an electronic copy of all test banks with answer keys.

13. Remediation and retesting

a. In addition to the methods and conditions of testing and grading, the testing plan for each course will designate Minimum Passing Grades for each test, Procedures for Computing Final Grade and Minimum Passing Final Grade for the course.

b. Activities are directed to determine setback, academic review boards (ARB^G), or remediation policy for their courses.

14. Course Developers will:

a. Develop a Testing Plan, Performance Tests, Written Tests, Master Test Item Bank, and Test Administrator Guide. A minimum of two questions per critical objective shall be developed.

b. Ensure testing program materials remain current when changes are made to a course.

c. Perform Test Item Analysis at least quarterly. Electronic testing programs may also be used to collect this data as applicable.

d. Ensure test data is stored in CeTARS^G as applicable.

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EXHIBIT 5-4. COURSE PILOT AND PILOT REPORT GUIDELINES

1. The purposes of conducting a pilot convening are:
 - a. To ensure planned learning activities cover all learning objectives.
 - b. To ensure all learning activities are supported by appropriate curriculum materials.
 - c. To ensure prepared material is clear and accurate.
 - d. To ensure the times scheduled for learning activities are correct.
 - e. To ensure all required resources have been identified.
2. A pilot convening is not required for existing training that are undergoing minor modification.
3. Because the pilot is such an important event, it is critical that all key elements are ready to support the pilot. Thus the target date for the pilot shall be made as realistic as possible.
4. Approximately 90 days before the pilot convening date a "Ready to Pilot" letter similar to [Figure 5-4-1](#) shall be forwarded to NSTC CLO. Electronic submission is the preferred method.
5. CCMMsG will ensure pilots are monitored both by Subject Matter Experts and by Training Specialists. Some of these personnel may also participate as "trial students," but only if that participation will not interfere with their ability to objectively evaluate those aspects of the course for which they have monitoring responsibilities. Monitors and future instructors for the course shall never make up the entire class: At least some pilot students must be from the course's target audience.
6. Reference (c) chapter 6 provides a thorough discussion of the pilot process. Guidelines from this reference will be used for piloting of course developed outside of NAVEDTRA 130 guidelines. In all cases, use of digitally signed e-mail is preferable to both the letter and message correspondence discussed in this reference.

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7. Upon completion of the pilot the activity's CCMM will electronically submit a report similar to that shown in [Figure 5-4-2](#) to the NSTC N9 CLO. Based on this report, the CLO will decide whether to promulgate the course, to direct correction and re-piloting of all or portions of the course, or to direct correction of deficiencies in preparation for promulgation (with possible interim permission to teach from red-lined curriculum).

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FIGURE 5-4-1. SAMPLE READY TO PILOT LETTER

From: Commanding Officer, _____ (CCMM)
To: Naval Service Training Command, Chief Learning Officer (N9)
Subj: READY TO CONDUCT PILOT OF _____
COURSE (A-____-____) REV A
Ref: (a) NAVEDTRA 130A

1. Per reference (a) subject course will pilot on _____
(date). All training material and equipment are available.

2. All pilot participants are requested to forward names to:

COMMANDING OFFICER
_____ (CCMM)
_____(Address)

Or fax to (Code ____) no later than _____(date), at
DSN ____-____.

3. _____ (CCMM) point of contact is _____ at DSN ____-____,
COMM (____) ____-____, FAX (____) ____-____, or E-mail:
____.____@navy.mil.

/s/
By direction

Copy to:
Other Schoolhouses
NSTC N9

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FIGURE 5-4-2. PILOT COURSE MONITORING REPORT

PILOT COURSE MONITORING REPORT	
LOCATION	TITLE
PERIOD OF REPORT	CIN
MONITORS/REPRESENTING	
<hr/> <hr/>	
I. ADMINISTRATION	
A. Facilities (Major deficiencies impairing training)	
B. Safety (Personnel and equipment deficiencies)	
C. Security (Any deficiency)	
D. Allocation (Course and topic time, student-to-instructor ratios, and effectiveness of classroom-to-laboratory time allocations with recommendations when times deviate more than 10 percent)	

E. Critique (Summarize comments)

II. CURRICULUM VALIDATION

A. Instructor Guide (Statement as to attainment of objectives, recommendations, Instructor/Trainee preparation, major deficiencies, etc.)

B. Trainee Guide (Adequacy of Information Sheets, Assignment Sheets, Job Sheets, Diagram Sheets, etc.)

C. Equipment/Tools (Quantity and quality of equipment and tools, adequacy in support of objectives, and trainees ability to use)

D. Instructional Media Material (Type, quality, quantity, and adequacy to support objectives)

E. Instruction (Quality of and role in the attainment (or lack of attainment) or objectives)

F. Testing (Statement of testing to measure objectives and quantity to support uninterrupted training)

III. TECHNICAL VALIDATION

A. General Information (Statements of adequacy to support learning objectives, include documentation by part and topic)

B. Physical Information (Statements of flow and adequacy to support learning objectives by part and topic)

C. Functional Information (Statements of flow and adequacy to support learning objectives by part and topic)

D. Interface Information (Statements of flow and adequacy to support learning objectives by part and topic)

E. Operational Information (Statements of flow and adequacy to support learning objectives by part and topic)

F. Maintenance Information (Flow and adequacy to support learning objectives by part and topic)
(Fault Verification - statements of adequacy of documented faults)

IV. MINORITY REPORTS (If "NONE", SO STATE)

V. OTHER (ANY OTHER RECOMMENDATIONS THAT SHOULD BE ADDRESSED)

MONITORING TEAM CHAIRPERSON SIGNATURE

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EXHIBIT 5-5. LETTERS OF PROMULGATION AND CHANGE/REVISION
GUIDELINES

1. Upon successful completion of the pilot, correction of all deficiencies and updating of all control documents, the CCA^G will approve the course via a letter of promulgation. Letters of promulgation will always be via formal naval letter; however a digitally transmitted copy of the letter will be sufficient documentation for all purposes within the NSTC domain.

2. Alterations to a course that significantly affect the course learning objectives (example, deletion or addition of 3 or more Terminal Objectives), the length of the course (as measured in whole days) represent a "Revision." Revisions will be designated as A, B, C, etc. The CCA will issue a Letter of Promulgation for Revisions.

4. Normally, a revision will go through the complete development process. Sometimes an alteration is necessary that is technically a revision but is still relatively minor. It is not an efficient use of curriculum development assets to prepare the numerous documents that would accompany a full development process. In such cases CCMMs will propose to NSTC CLO that an abbreviated documentation revision be made to the course. If NSTC CLO concurs, they and the CCMM will work out details of what actual documents need to be modified to support the revision.

5. Alterations to a course that do not affect the course learning objectives or the length of the course will be "Changes." Changes within a revision will be numbered 1, 2, 3 etc. The LSO co-located with the CCMM will issue Change Notification letters.

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EXHIBIT 5-6. CURRICULUM DEVELOPER QUALIFICATION CARD

Name: _____ Code: _____ Due Date: _____

1. Prerequisites

- a. Complete NKO "Journeyman Instructor Training"
Course (CNL-JIT-010)

Supervisor _____ Date _____

2. Required Reading

- a. Scan NAVEDTRA 130

Candidate _____ Date _____

- b. Read NSTCINST 1520.1

Candidate _____ Date _____

- c. Read NAVEDTRA 135B
Appendix C

Candidate _____ Date _____

- d. Scan MIL-HDBK-29612-3A
DEVELOPMENT OF IMI

Candidate _____ Date _____

- e. At the ILE webpage <http://navyile.fedsun.navy.mil>,
Policy and Guidance, ILE guidance link, scan the
following:

(1) Navy Integrated Learning Environment An Overview

(2) Navy Instructional Systems Design and Instructional
Design Process

(3) Navy Guidance on Assessment Development

(4) Navy Instructional
Content Style Guide

Candidate _____ Date _____

3. Knowledge Requirements

- a. Explain each stage of curriculum development and the
product of each stage:

- 1) Plan
- 2) Analyze
- 3) Design
- 4) Develop

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5) Implement

6) Evaluate

CCMM Signature_____
Date

b. Explain the process of curriculum change for each of the following:

1) Interim Change

2) Change

3) Revision

CCMM Signature_____
Date

c. Explain the responsibilities of each of the following as they pertain to curriculum development:

1) Course Control Authority (CCA)

2) Course Curriculum Model Manager (CCMM)

3) Instructional Systems Designer

CCMM Signature_____
Date

d. Explain the infusion of technology in curriculum development including the use of distance learning and Interactive Multi-media Instruction (IMI).

CCMM Signature_____
Date

e. Explain the process of organizing a course for teachability and the use of "natural breaks" to segment curriculum.

CCMM Signature_____
Date

f. Explain the characteristics of ideal IMI and what tradeoffs must be made to get practical IMI.

CCMM Signature_____
Date

g. Explain the relationships between curriculum, the Learning Management System (LMS) and the Learning Content Management System (LCMS).

CCMM Signature_____
Date

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4. Practical Requirements. Develop the following curriculum products for an actual or simulated course including appropriate approval letters:

1) TPP	_____	_____
	Curriculum Developer	Date
2) CTTL	_____	_____
	Curriculum Developer	Date
3) COI	_____	_____
	Curriculum Developer	Date
4) IG	_____	_____
	Curriculum Developer	Date
5) TG	_____	_____
	Curriculum Developer	Date
6) FIG	_____	_____
	Curriculum Developer	Date
7) TCCD	_____	_____
	Curriculum Developer	Date
8) Testing Plan	_____	_____
	Curriculum Developer	Date
9) Assessment Sheet (STATS)	_____	_____
	Curriculum Developer	Date
10) Exercise Control Guide	_____	_____
	Curriculum Developer	Date
11) Master Course Schedule	_____	_____
	Curriculum Developer	Date
12) ICOMP	_____	_____
	Curriculum Developer	Date
13) IMI Story Board	_____	_____
	Curriculum Developer	Date

5. Oral Examinations. Complete a comprehensive oral interview with the learning standards officer (or designated curriculum development expert) on the curriculum development process.

Learning Standards Officer Date

6. Qualified.

Learning Standards Officer Date

7. Entered in Instructor qualification record.

Database Manager Date

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EXHIBIT 5-7. CURRICULUM STATUS LIST

Curriculum Status List					
CIN	Course Title		Affected CDPs		
Sequence #	Date	Deficiency	Entered by	Lead Code	Date Complete

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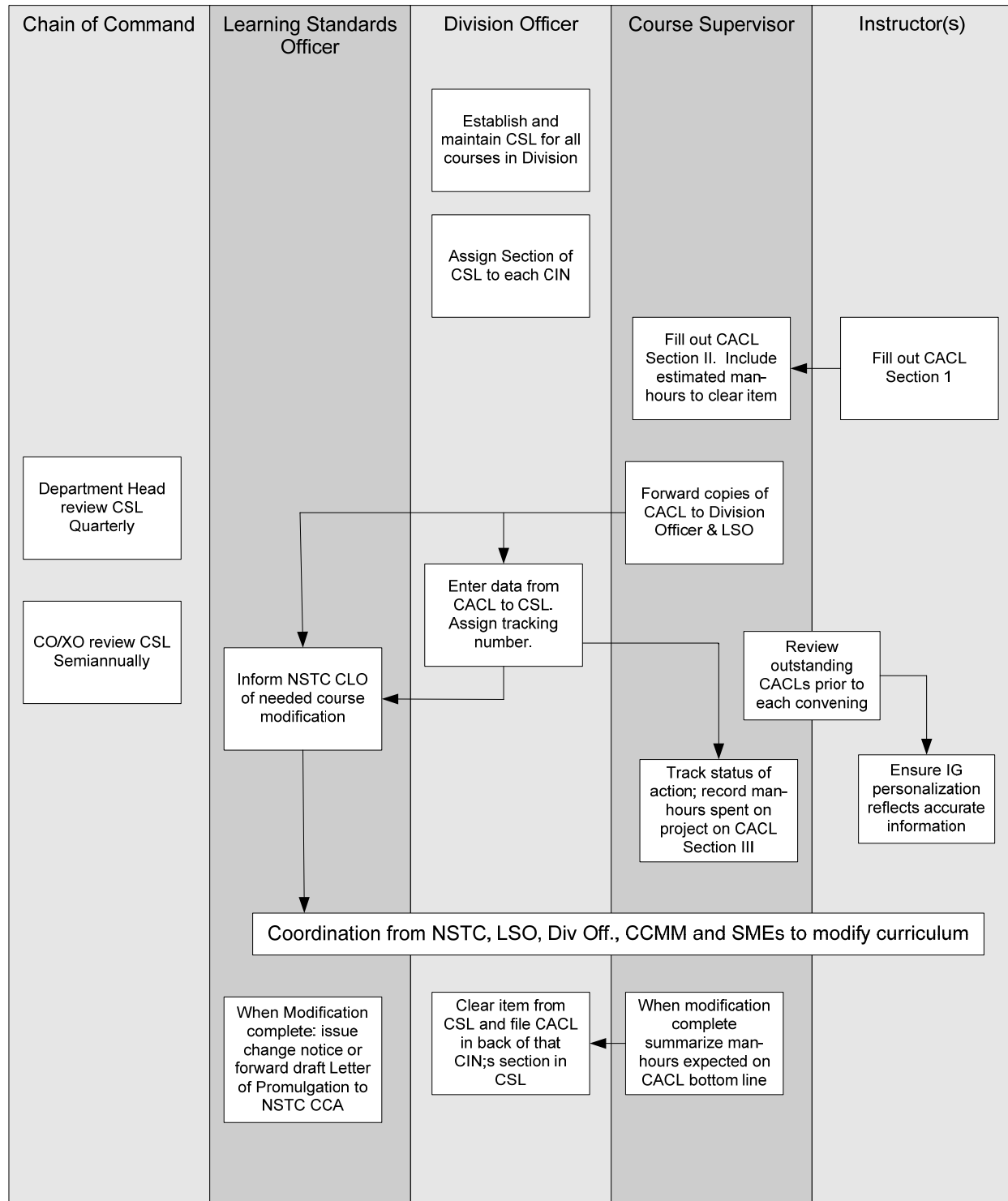
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EXHIBIT 5-8. CURRICULUM ACTION CHECK LIST

Curriculum Action Check List							
I. DEFICIENCY IDENTIFICATION							
CIN	Course Title			Deficiency Identified By		Date	
Description of Deficiency							
Equipment Deficiency Involved		Safety Involved?					
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No					
II. CORRECTIVE ACTION REQUIRED/PLANNING							
Action constitutes		NSTC N9 Notified					
<input type="checkbox"/> Rev <input type="checkbox"/> Change		<input type="checkbox"/> Yes <input type="checkbox"/> N/A					
Lead Code	Primary Action Individual	Estimated Man-hours	ECD	Assist Code/Estimated Man-hours			
				/	/	/	/
Date	III. ACTION TAKEN/REMARKS			Code/Man-Hours Used			
				/	/	/	/
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Action Complete (Primary Action Individual)		Cleared From (Div Officer)		Date		Total Man-hours Used	

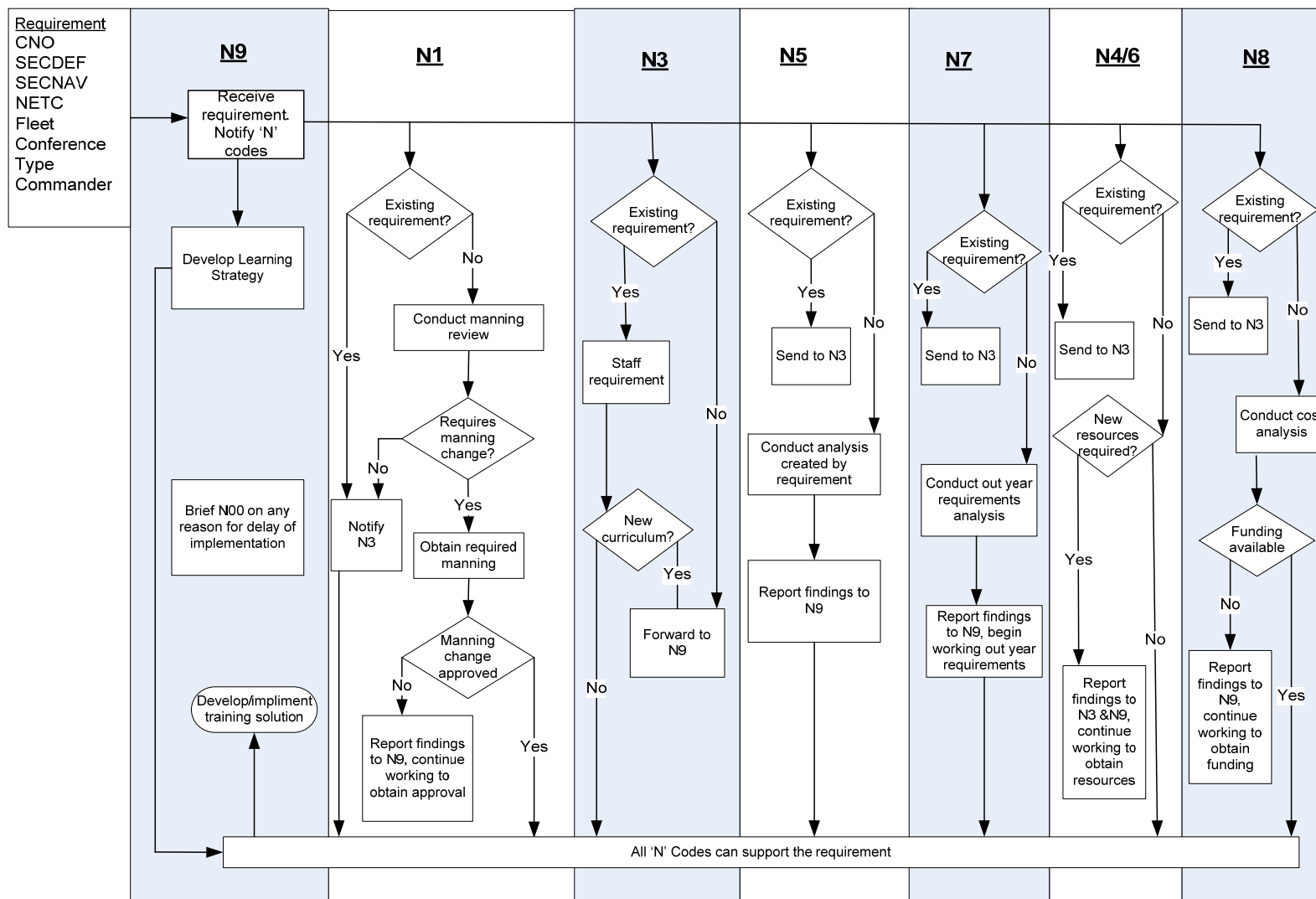
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EXHIBIT 5-9. CURRICULUM STATUS LOG ACTION FLOW CHART

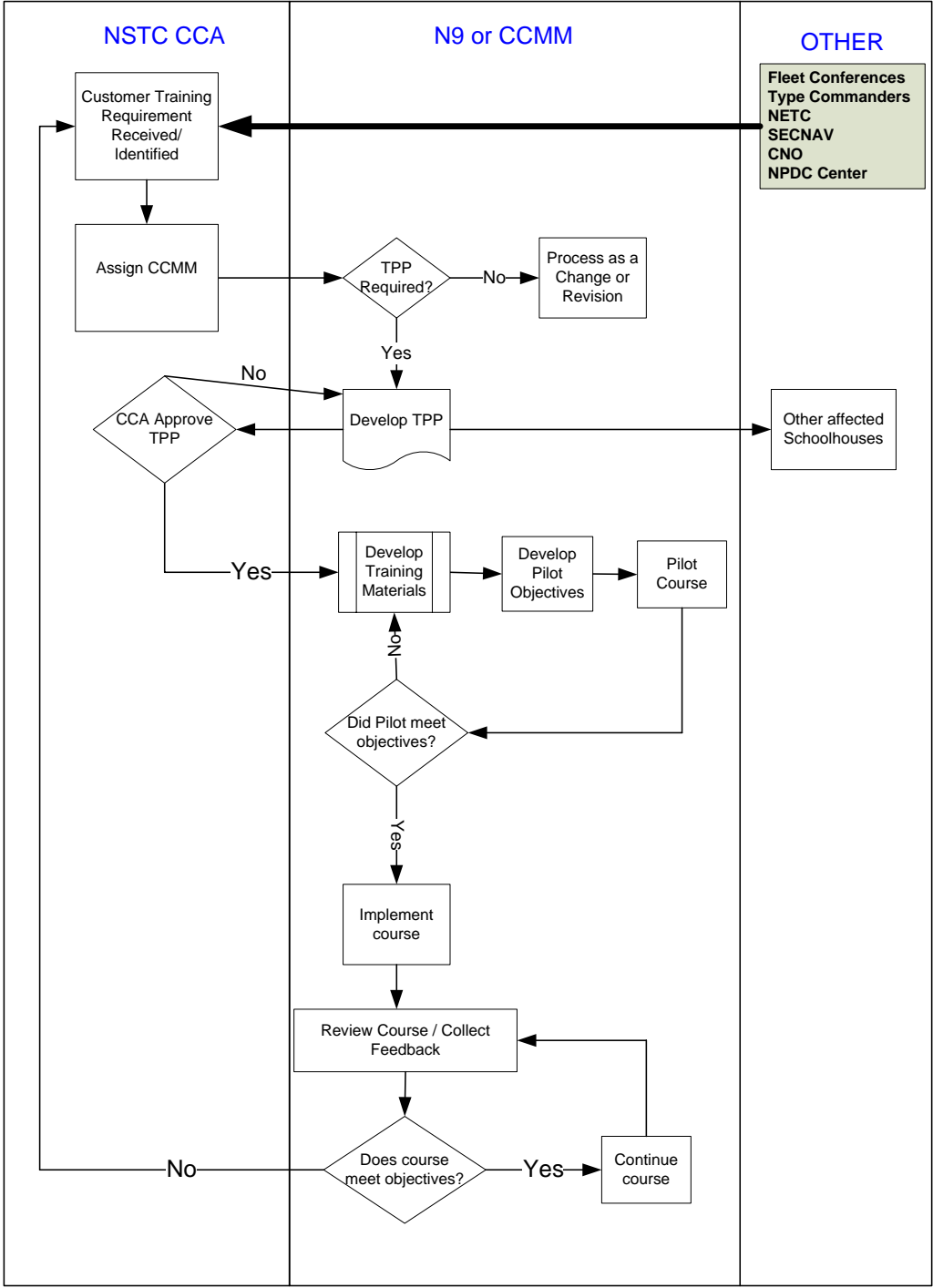
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EXHIBIT 5-10
NSTC CURRICULUM REQUIREMENTS FLOWCHART



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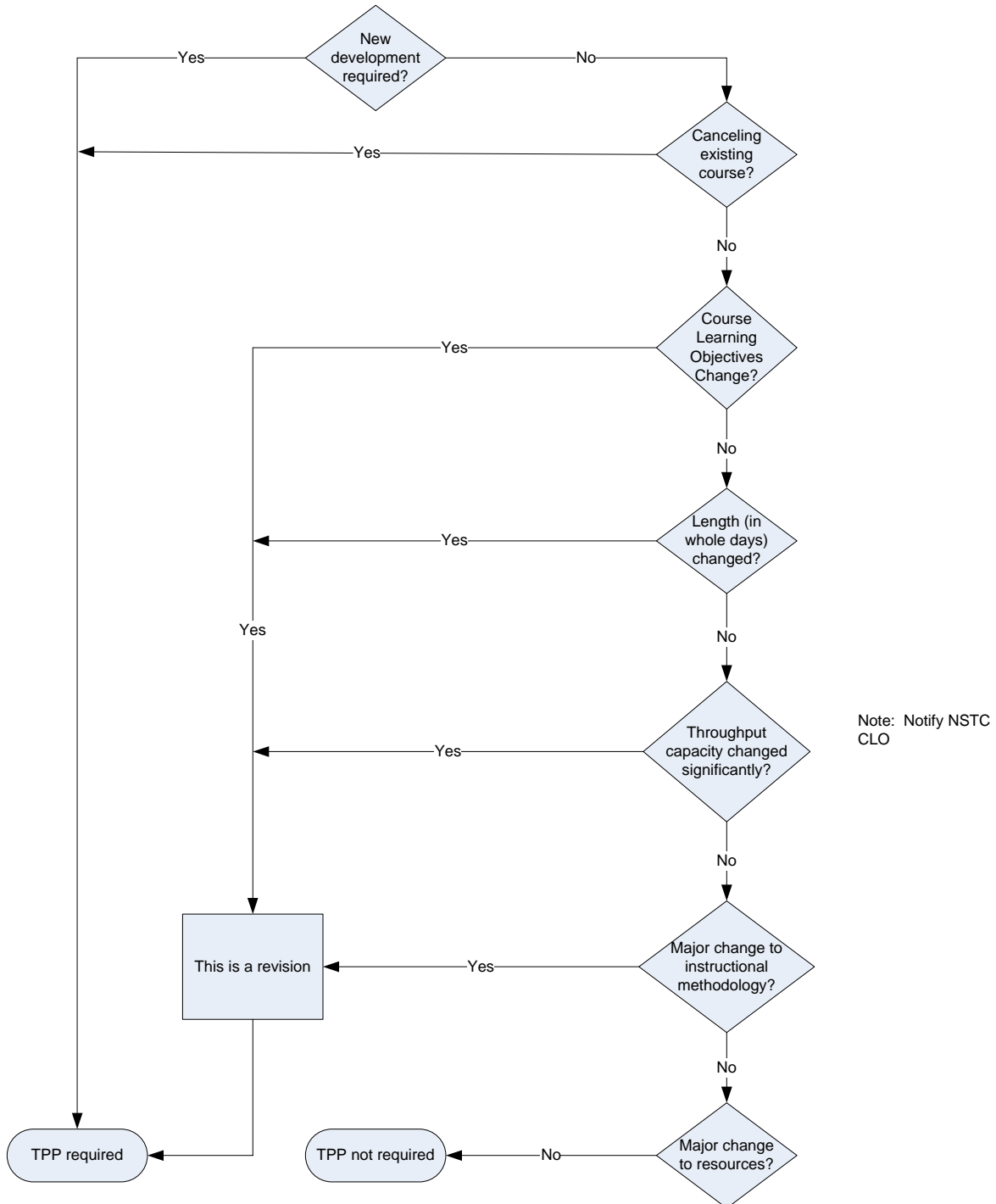
Exhibit 5-11
Training Materials Development Process Overview



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EXHIBIT 5-12

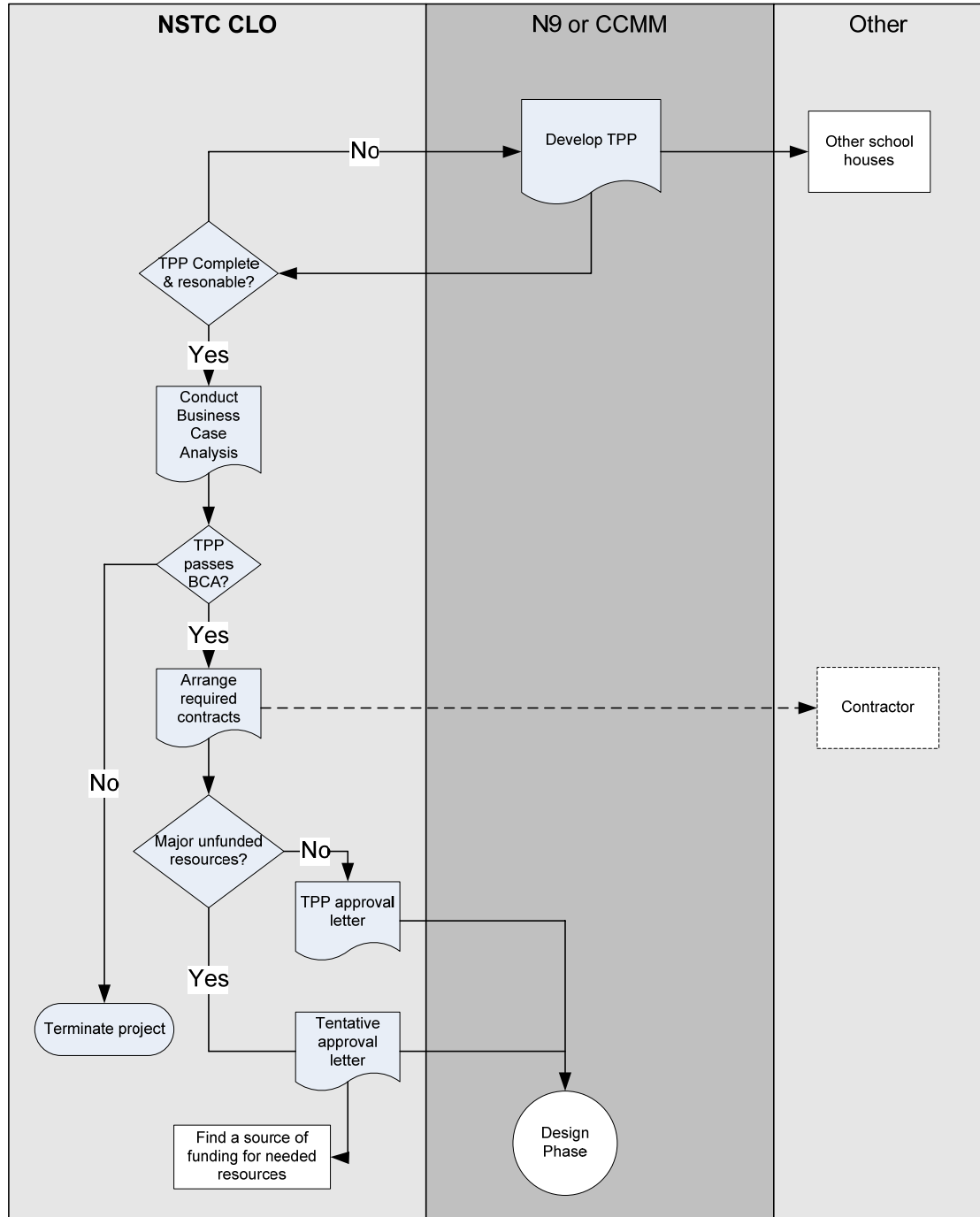
DETERMINING THE NEED FOR A TRAINING PROJECT PLAN



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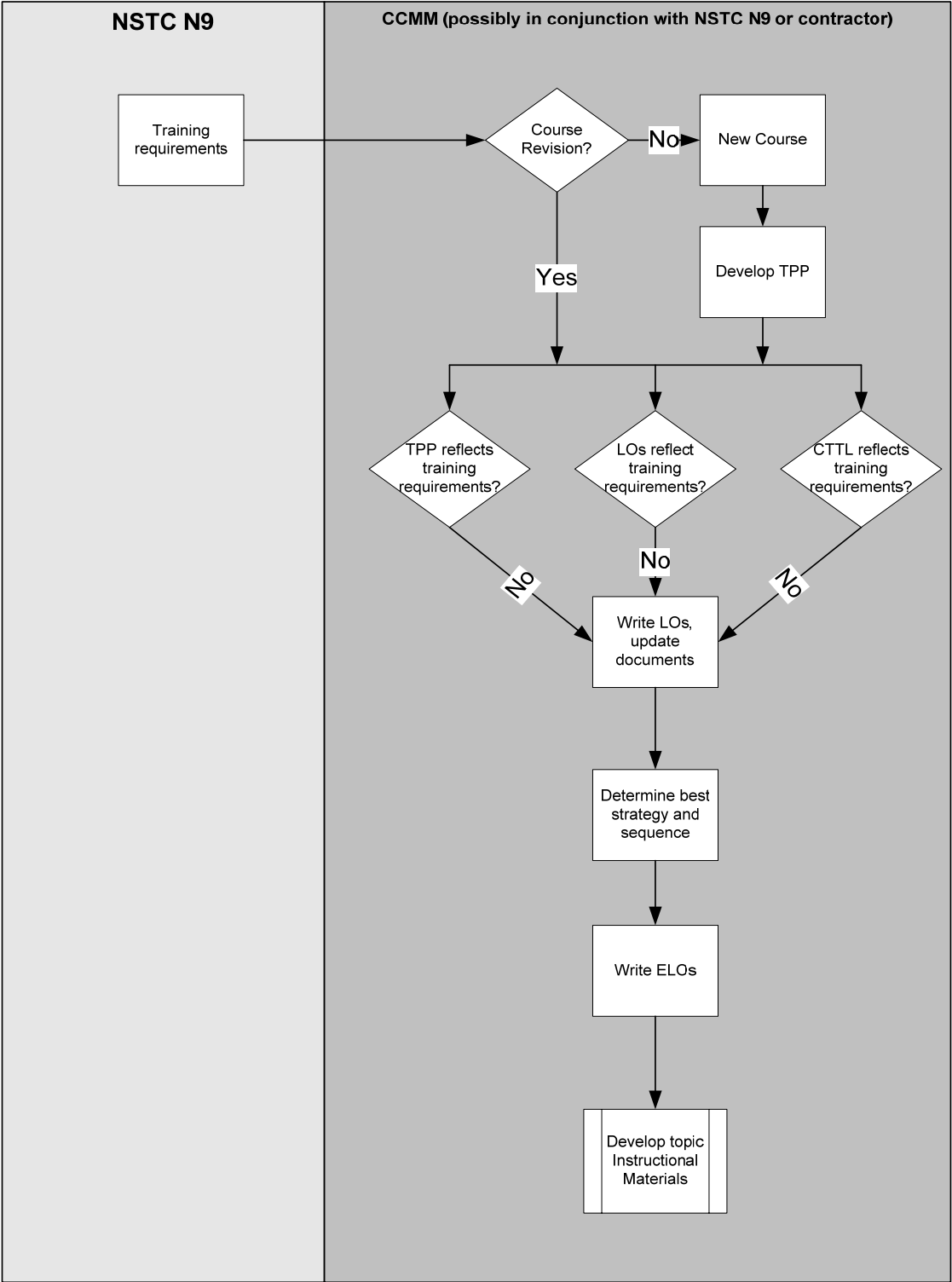
EXHIBIT 5-13

TRAINING PROJECT PLAN DEVELOPMENT OVERVIEW



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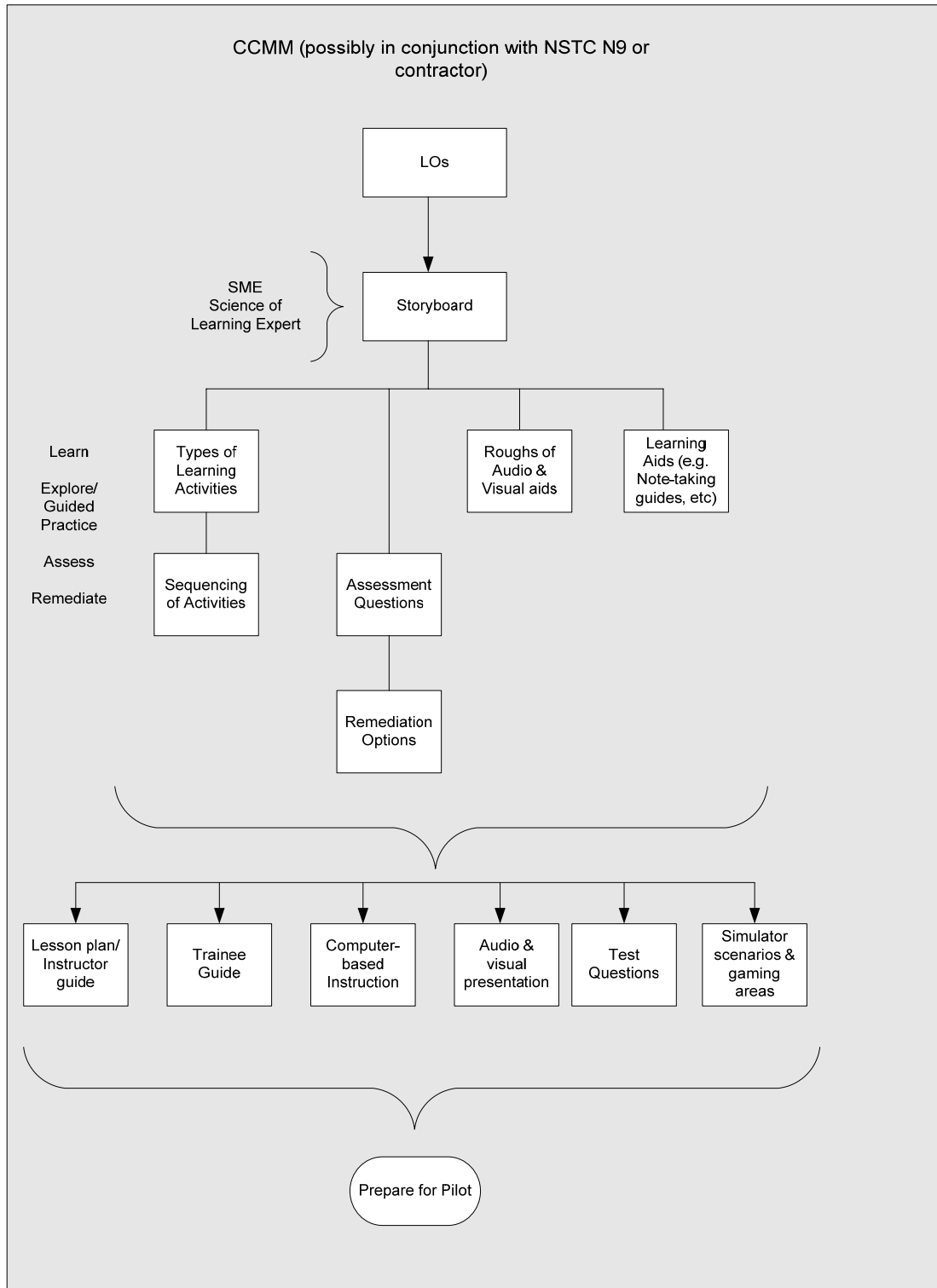
EXHIBIT 5-14
DESIGN PHASE PROCESS OVERVIEW



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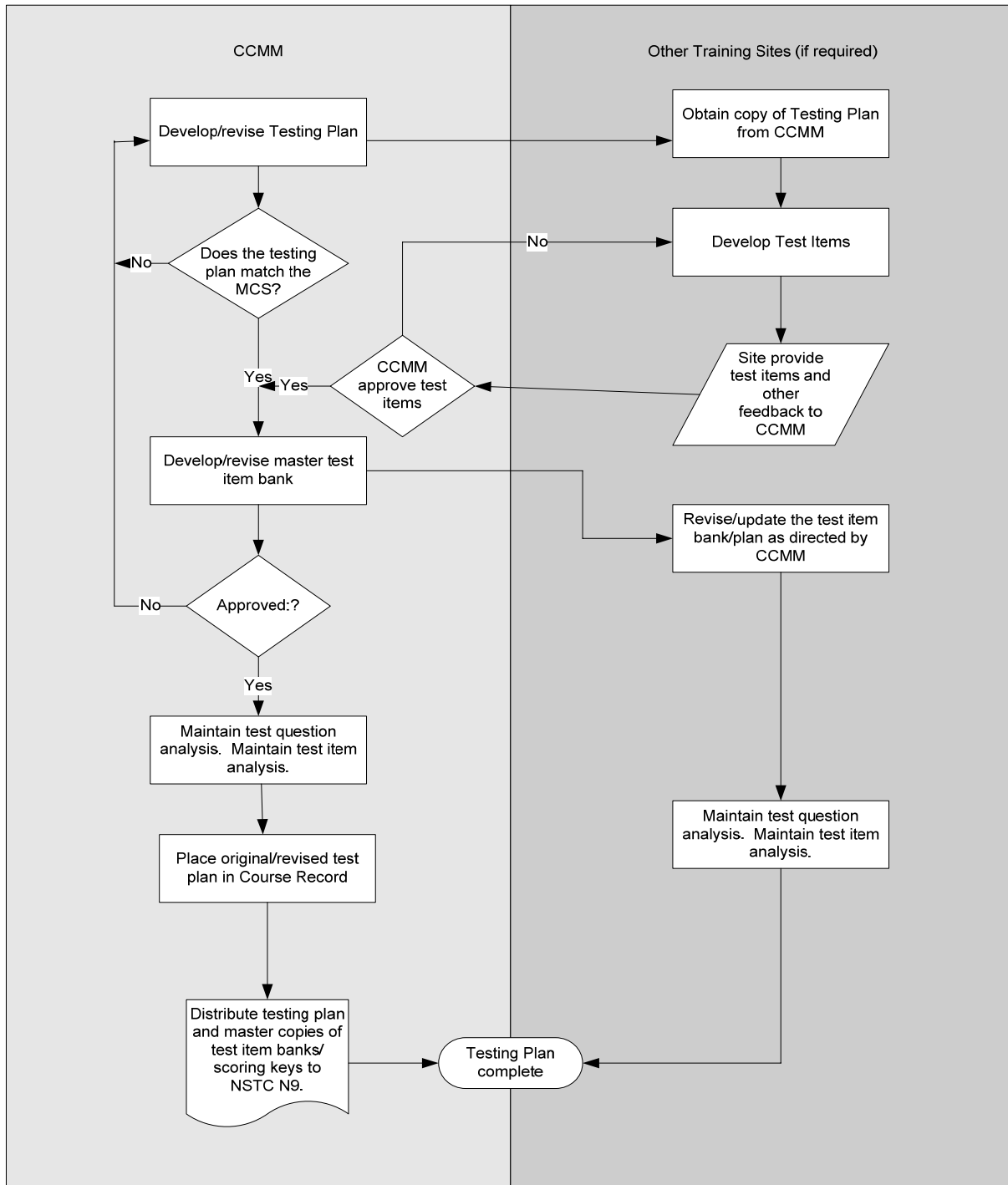
EXHIBIT 5-15

DESIGN PHASE PROCESS OVERVIEW
TOPIC INSTRUCTIONAL MATERIALS



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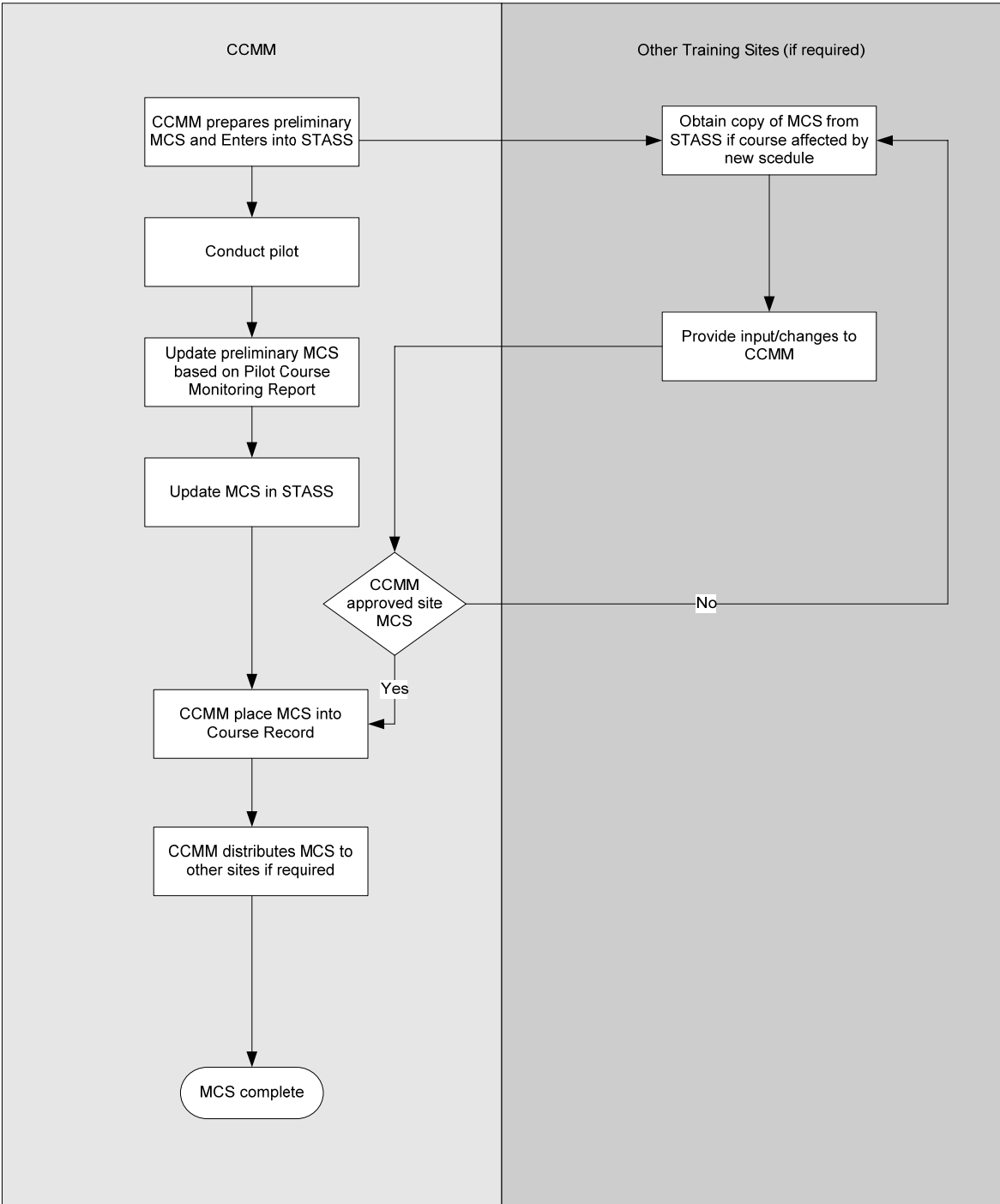
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EXHIBIT 5-16**TESTING PLAN PREPARATION PROCESS OVERVIEW**

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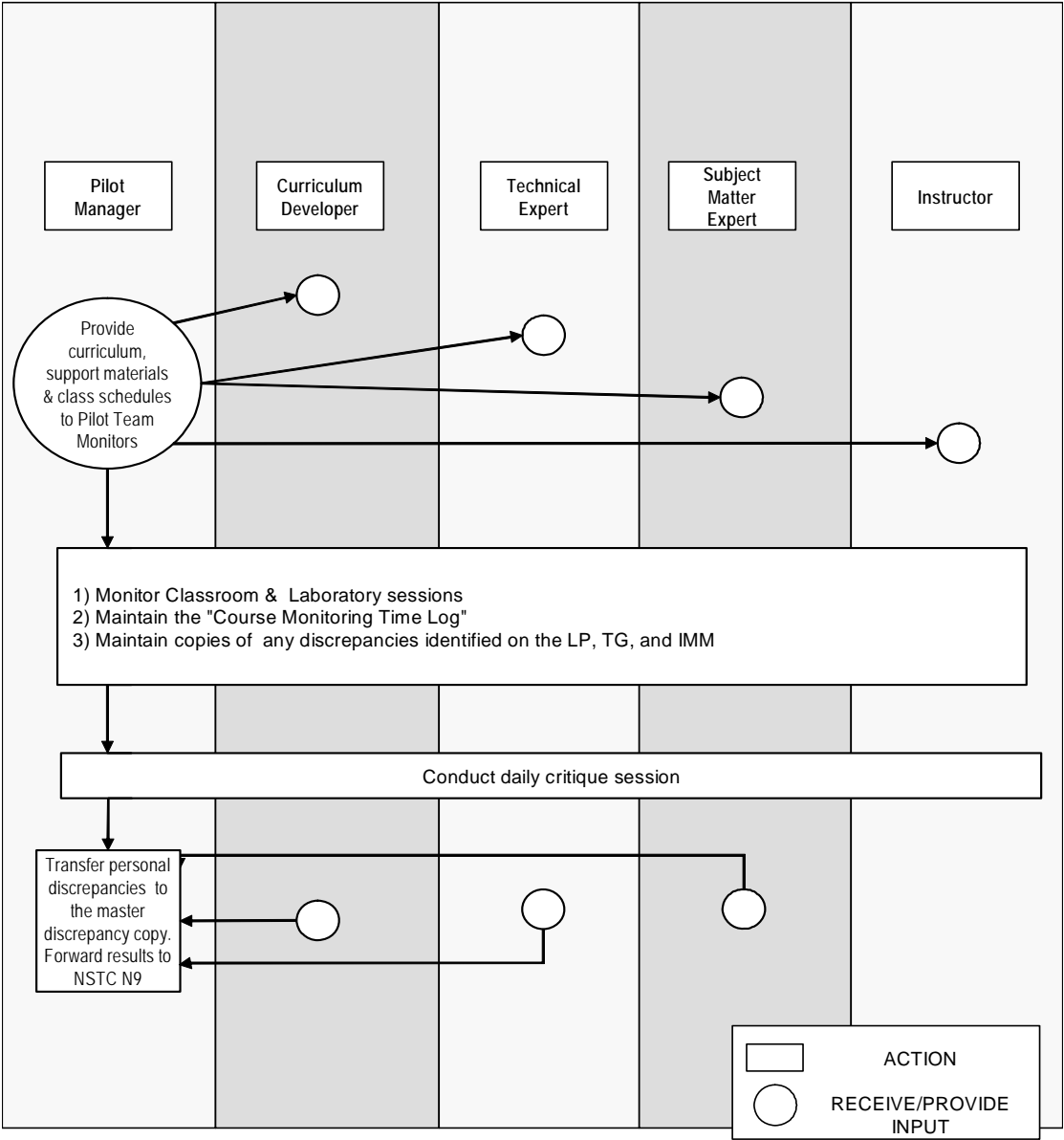
EXHIBIT 5-17

MASTER COURSE SCHEDULE PREPARATION PROCESS OVERVIEW



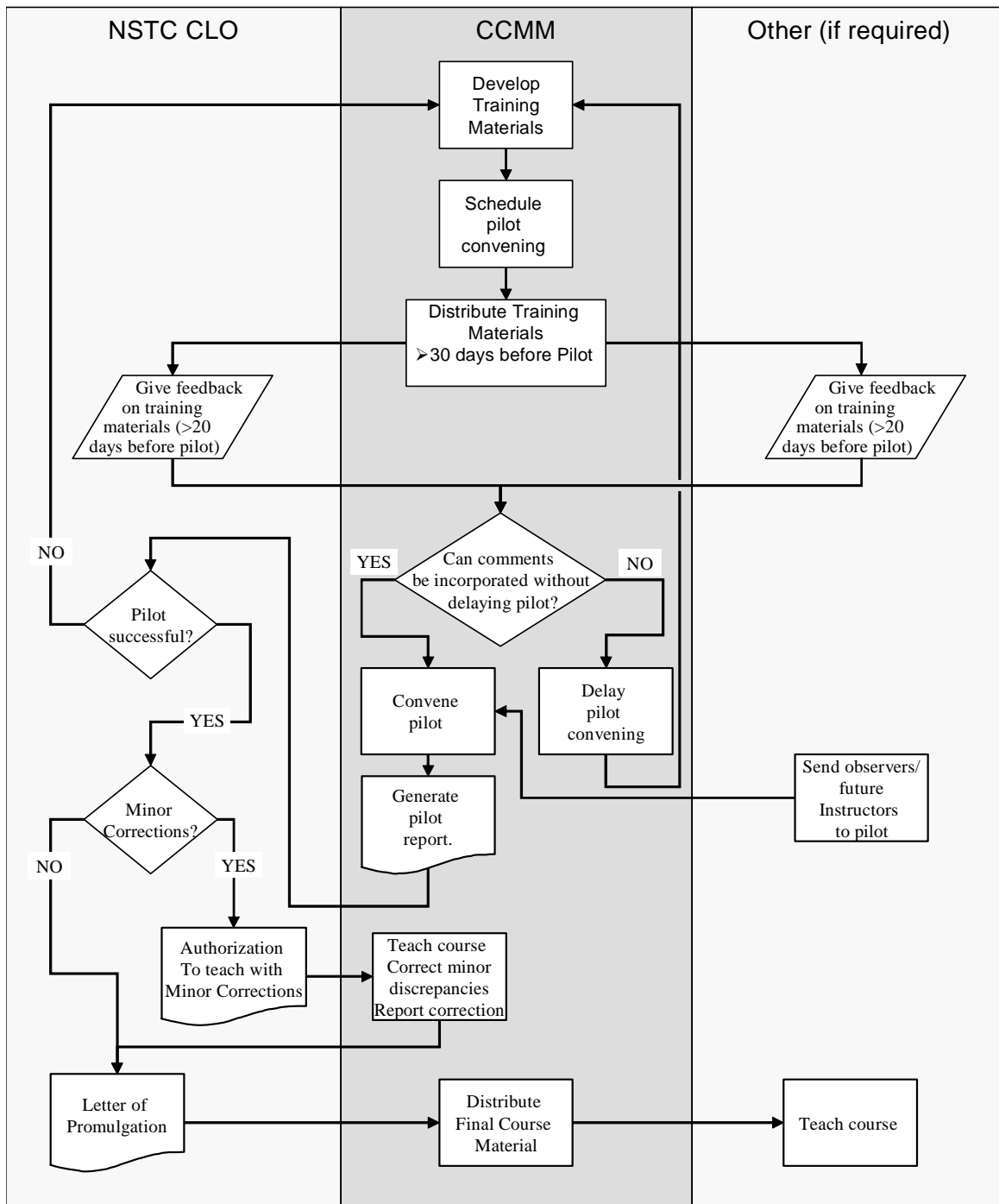
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EXHIBIT 5-18. PILOT COURSE MONITORING TEAM



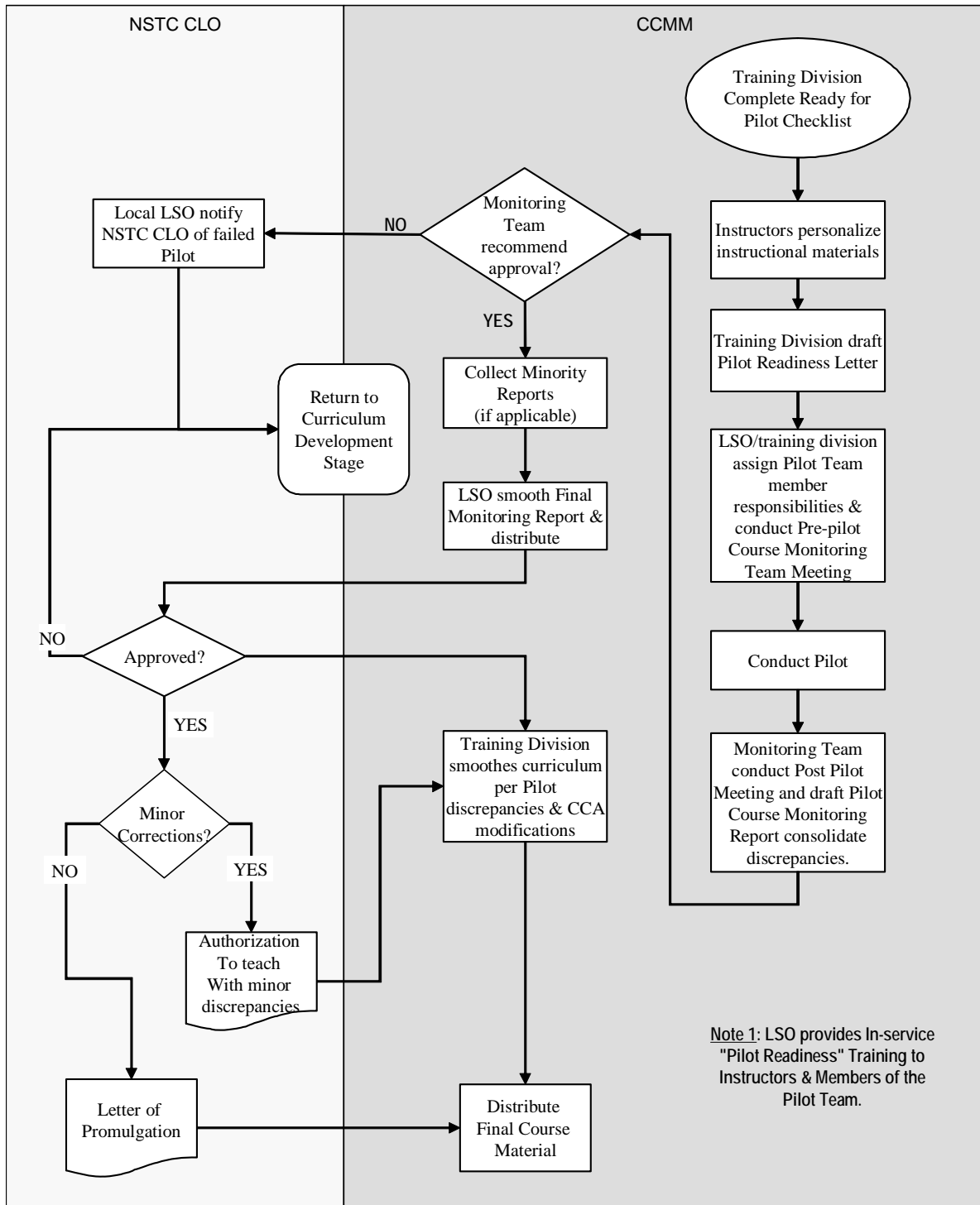
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EXHIBIT 5-19. PILOT AND PROMULGATION PROCESS OVERVIEW

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EXHIBIT 5-20. PILOT COURSE MONITORING/REPORTING

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**CHAPTER 6 - NAVY INTEGRATED TRAINING RESOURCES AND
ADMINISTRATION SYSTEM (NITRAS) COURSE REPORTING**

Ref: (a) OPNAVINST 1510.10B
(b) NAVEDTRA 135B
(c) NETCINST 1510.1
(d) OPNAVINST 1500.47A

Exhibit: [6-1 New NITRAS Course Data Request](#)
[6-2 NITRAS Course Data Change](#)
[6-3 NITRAS Course Length/Capacity Change](#)
[6-4 NITRAS Course Schedule Change](#)

6-1. Introduction. NITRAS^G provides the corporate database for formal training information and ensures timely collection and dissemination of information, per reference (a), to meet the demands of various echelon activities. Standard Training Administrative Support System (STASS) provides some course and all student data to NITRAS, and is the warehouse for maintaining the approved Master Course Schedule (MCS^G). Reference (b) discusses specific Student Management and Course responsibilities at the training site level, while reference (c) provides general policy and guidance concerning both NITRAS and STASS. Reference (d) specifies procedures for managing and controlling training quotas in Navy courses. This chapter establishes specific procedures and forms, which will enable NSTC training sites to efficiently request, control and track course additions and/or changes in the following categories:

a. Requests for a new course CIN and CDP for those courses going into development.

b. Requests for changes to specific course data currently listed in NITRAS.

c. Requests to add or modify location, or to modify course length, instructor days, or capacity constraints in the area of Personnel, Equipment and Space.

d. Requests for changes to classes currently scheduled in NITRAS.

6-2. Policy. Corporate Enterprise Training Activity Resource System (CeTARS^G), of which NITRAS and STASS are integral parts, is the Navy's principal authoritative source of training information for the elements that comprise its database. These data elements provide an official source for training statistical information, a record of course related data, and

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student performance tracking and training history, quota management, and information specifically collected for the production of a Catalog of Navy Training Courses (CANTRAC). Incomplete and inaccurate data impairs management's ability to adequately manage and defend training resource requirements. Accordingly all training sites will ensure that all data in STASS and NITRAS are accurate for courses assigned to their sites, and will use the forms with this chapter for requesting changes to course data in NITRAS.

6-3. Responsibilities. Course and student data management must be centrally managed to ensure consistency and allow access by all necessary parties. Accurate CeTARS data depends on strict accomplishment of the duties and responsibilities assigned below.

a. The Command CeTARS Manager has overall responsibility for ensuring that all course data is accurate at all times. Duties include:

(1) Ensuring course accounting and reporting procedures provide timely and accurate data and providing detailed procedures to accomplish this task.

(2) Making changes to or adding new course data to NITRAS as requested by command and approved by NSTC using current requirements listed in references (b) and (c).

(3) Coordinating the development, approval and loading of all out-year class schedules into NITRAS per reference (b).

(4) Maintaining close liaison between command CeTARS Coordinators and LSO's, NETC, NSTC^G, COMNAVPERSCOM, and Student Quota Management Office for the purpose of resolving problems pertaining to NITRAS data elements.

(5) Ensuring that each training site has an approved Master Course Schedule (MCS) maintained in the Course Event Resource Subsystem (CERS) module of STASS.

(6) Carrying out all duties as outlined in reference (b) with respect to NITRAS data.

b. Each training site will assign a CeTARS Coordinator, typically part of Student Management/Control, who shall be thoroughly familiar with and comply with the provisions of this chapter. The CeTARS Coordinator will take necessary planning,

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implementing, and continuing actions to ensure effective course management is accomplished with respects to the data contained in NITRAS and STASS. The CeTARS Coordinator will electronically submit all changes for NITRAS course data using Exhibits 6-1 through 6-4 to NSTC N9 for action.

c. Training sites shall submit [Figure 6-1-1](#) or [6-2-1](#) to the appropriate NSTC CLO and N9 for approval when required. If [Figure 6-2-1](#) is being submitted for an active course for changes to prerequisites, purpose or scope, the form must be submitted via the course CCMM^g.

d. NSTC CLO and N9 will review and approve all Figures 6-1-1 through 6-4-1 submitted from various sources for courses. Indicate approval by entering the approver's name in the appropriate block and then forwarding the document by attaching it to an electronically signed email to the NSTC N9 CeTARS Manager, copy to NSTC CLO.

e. CCMMs shall review and approve [Figure 6-2-1](#) when submitted for courses they control. Indicate approval by entering the approver's name in the appropriate block and then forwarding the document by attaching it to an electronically signed email to NSTC N9 CeTARS manager.

f. Training site CeTARS Coordinators shall ensure that all procedures and responsibilities outlined in this instruction are carried out at their respective training sites. Specifically, they shall:

(1) Monitor and screen all changes to currently scheduled classes. Ensure that the proper paperwork, [Figure 6-4-1](#), has been filled out accurately, verified for correctness, and submitted to the NSTC N9 CeTARS System Manager for verification and entry into NITRAS.

(2) Ensure the validity of the course information in NITRAS by reviewing the course information contained on NITRAS form INSTR051 periodically. For courses requiring correction, submit [Figure 6-2-1](#), [6-3-1](#) or [6-4-1](#) as appropriate. Submit the required form to the NSTC N9 CeTARS Manager and training site LSO by attaching it to digitally signed email.

g. LSOs at each training site shall:

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(1) Coordinate with course supervisors^G to ensure that Master Course Schedules (MCS) correctly document the time necessary to accomplish effective training.

(2) Review Master Schedule/Master Schedule Summary Sheets for accuracy. The MCS in STASS must match the course Master Instructional Guide at all times.

(3) Ensure CANTRAC/NITRAS data is updated with the new course data as a result of the modified schedule. The Training Site LSO will submit [Figure 6-2-1](#) as needed. Indicate approval by entering the approver's name in the appropriate block and then forwarding the document by attaching it to an electronically signed email to NSTC N9 CeTARS manager.

(4) Submit approved Master Schedules/Master Schedule Summary Sheets to participating activities as appropriate.

(5) Arrange for NSTC approval for changes to manpower or funding as a result of a schedule changes.

(6) File a master copy of the approved Master Schedule/Master Schedule Summary Sheet in the master course folder.

h. Course supervisors will:

(1) Prepare MCS using STASS CERS when curriculum is developed, changed, or revised and the result necessitates the need for development or change to a schedule.

(2) Route MCS and Summary Sheets through chain of command as indicated in STASS.

(3) Calculate and provide the new ICOMPS to LSO.

6-4. Procedures. Use the following procedures and forms to request a new course in NITRAS or to enact changes to an existing course:

- a. Creating a New CIN or CDP. [Exhibit 6-1](#)
- b. Change/Update Existing NITRAS Course Data. . [Exhibit 6-2](#)
- c. Change or Update Course Length/Capacity. . . [Exhibit 6-3](#)
- d. Change or Update a NITRAS Class Schedule . . [Exhibit 6-4](#)

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EXHIBIT 6-1. CREATING A NEW CIN OR CDP

1. Use [Figure 6-1-1](#) to request Creation of A Course Identification Number (CIN) and Course Data Processing Code (CDP). Use this form whether requesting a new course CIN and CDP or a new CDP for an established course. To enable the creation of a new CIN and CDP(s), provide ALL of the following information:

- a. FROM/UIC: CCMM command and student UIC
- b. DATE: Date you submitted form to NSTC
- c. PREPARED BY: Your name
- d. PHONE: Telephone number where you may be reached. DSN number is preferred.
- e. CIN SKILLS DEFENSE GROUP (SDG): An occupation coding structure, designed to group similar occupations from one or more branches of the Armed Services. The middle two or three positions of the CIN are the Functional Commander/Skill Defense Group/Sequence Identifier. When used in this format, a three character SDG primarily denotes an enlisted course and a two-character code denotes Officer training. Use [Table 6-1-1](#) to determine the correct code.
- f. COURSE SHORT TITLE: 50 characters or less simplified version of the course long title. Use the standard abbreviations shown in [Table 6-1-2](#). Where no standard abbreviation is listed ensure the course title can still be determined from non-standard abbreviations.
- g. LONG TITLE OF COURSE: 200 characters or less full title of course.
- h. TYPE COURSE: The codes representing the Training Type of the Type course (example: A1, D2, F1) refer to Table 6-1-3 for listing.
- i. STUDENT REPORTING TYPE: Identifies the method of documenting students enrolled in a course of instruction. Students (S), the default value, are reported by name and social security number. Statistics (T) is group reporting/Training Summary File, such as Team Trainers. Choose from one of the following:

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- S - Students by Name
- T - Statistics

j. COURSE AND STUDENT SECURITY: Level of access required to attend the course. These two must match at all times with the exception that the course security level may be lower than the students in cases where a higher clearance is required for entry to space where course is taught. Choose from the following:

- C - Confidential
- S - Secret
- T - Top Secret
- J - No Clearance Required
- W - Top Secret, SCI (Requires Justification)

k. INTERSERVICE TRAINING REVIEW ORGANIZATION: A code or code and text, denoting a course routinely used by or involving two or more U.S. Military Services. Identifies courses shared by the U.S. Military and briefly describes the level of interservice involvement and training responsibility. Choose one of the following if applicable:

- A - Consolidated School or Course
- B - Co-located School or Course
- C - Defense School or Course

l. CENTER: The abbreviated name of the Learning Center, which has overall responsibility for management of courses of instruction within a rate-training continuum. List the center that is curriculum control authority for the course i.e., (Accessions).

m. EFFECTIVE DATE: The calendar date a course, pipeline, CDP, PCDP is expected to first convene. If multiple sites are involved, provide date for each site.

n. SKILL AWARD: (if applicable) Refers to a specific skill designation that is awarded upon successful completion of a skill type producing course or pipeline. Fill in NEC or provide the date that the request for NEC was submitted.

o. PRE-REQUISITES: Identify the category of conditions that must be met prior to attending a course of instruction. Choose as many as applicable. Note these can be changed later if necessary.

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- A - ASVAB (enlisted) (List specific scores required)
- CN - Country
- C - List all courses required by CIN
- G - Gender
- O - Other (List all other prerequisites that will not fit any other category listed)
- P - Pay grade (Such as E1, E4, O-1, O-2 etc.)
- R - Rate/Rank
- E - Remaining enlistment months (How much time is required)(enlisted only)
- RRM - Remaining Rotation Months (How much time remaining onboard is required)
- SC - Security clearance required
- S - Skill (What specific skills are required)
- SQ - Sub Qualified
- U - Umbrella (List specific umbrella CIN required)

p. COURSE LENGTH: I = Number of instructional days Theory
= Number of hours in course, Lab = Number of hours in course.

q. PURPOSE: List a course narrative describing the primary objective of the course.

r. SCOPE: List a course narrative describing the contents of the course.

s. FUNCTIONAL COMMANDER: A functional commander monitors and supports subordinate commands in complying with procedures and policies for ensuring quality training. Represents the first piece of data in the course identification number (CIN). Select from one of the following:

- A - Naval Education and Training Command
- B - Chief Bureau of Medicine and Surgery
- C - Naval Education and Training Command (Aviation Skills)
- D - Commander, Naval Air Force, US Atlantic Fleet
- E - Commander, Naval Air Force, US Pacific Fleet
- F - Commander, Submarine Force, US Atlantic Fleet
- G - Commander, Naval Surface Force, US Atlantic Fleet
- J - Naval Education and Training Command
- K - Naval Education and Training Command
- L - Commander, Submarine Force, US Pacific Fleet
- M - Enlisted Aviation Maintenance Training Management Unit
- N - Naval Air Systems Command Headquarters
- P - Naval Education and Training Command

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Q - Chief of Naval Air Training
R - Chief of Naval Reserves
S - Non-Designated
T - Naval Personnel Command
V - Naval Education and Training Command
X - Naval Education and Training Command

t. ACTIVITY NAME AND UIC: List all training sites by name and student UIC that will require a CDP be assigned to them. Indicate which site is assigned CCMM responsibility.

u. TRAINING DELIVERY METHOD: A code that identifies the technique used to provide formal training. Refer to [Table 6-1-4](#) for listing.

v. FY PLAN (# of Students Per Year): Put in the total number of students planned for all training sites. If differing by site, list individual site and how many students planned, otherwise total will be divided equally.

FIGURE 6-1-1. NEW NITRAS COURSE DATA REQUEST

FROM/UIC:		DATE:
PREPARED BY:		PHONE:
CIN SKILLS DEFENSE GROUP: (MIDDLE TWO/THREE DIGITS OF CIN)	COURSE SHORT TITLE:	
LONG TITLE OF COURSE:		
TYPE COURSE:	STUDENT REPORTING TYPE:	COURSE AND STUDENT SECURITY:
INTERSERVICE TRAINING REVIEW ORGANIZATION:		
CENTER:		
Accessions		
EFFECTIVE DATE:		SKILL AWARD:
PREREQUISITES:		
COURSE LENGTH:		
I =	THEORY =	LAB =
PURPOSE (FOR CANTRAC):		
SCOPE (FOR CANTRAC):		
FUNCTIONAL COMMANDER:		
ACTIVITY NAME/UIC:		
TRAINING DELIVERY METHOD:		FY PLAN:
NSTC APPROVAL:		

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TABLE 6-1-1. SKILL DEFENSE GROUP CODES

CODE	NAME
000	SKILL DEFENSE GROUP UNASSIGNED
010	INFANTRY, GENERAL
011	SPECIAL FORCES
012	MILITARY TRAINING INSTRUCTOR
020	ARMOR AND AMPHIBIOUS, GENERAL
030	COMBAT ENGINEERING, GENERAL
041	ARTILLERY AND GUNNERY
042	ROCKET ARTILLERY
043	MISSILE ARTILLERY, OPERATING CREW
050	AIR CREW, GENERAL
051	PILOTS AND NAVIGATORS
060	BOATSWAINS
061	NAVIGATORS
062	SMALL BOAT OPERATORS
063	SEAMANSHIP, GENERAL
070	SECURITY GUARDS
100	RADIO / RADAR, GENERAL
101	COMMUNICATIONS RADIO
102	NAVIGATION, COMMUNICATION AND COUNTERMEASURE, N.E.C.
103	AIR TRAFFIC CONTROL RADAR
104	SURVEILLANCE / TARGET ACQUISITION AND TRACKING RADAR
111	BOMB-NAVIGATION
112	AIRBORNE FIRE CONTROL
113	SHIPBOARD AND OTHER FIRE CONTROL
121	MISSILE GUIDANCE AND CONTROL
122	MISSILE CHECKOUT EQUIPMENT, TEST EQUIPMENT, AND CALIBRATION
123	TORPEDO REPAIR
130	SONAR, GENERAL
140	NUCLEAR WEAPONS EQUIPMENT REPAIR, GENERAL
150	ADP COMPUTERS, GENERAL
160	TELETYPE AND CRYPTOGRAPHIC EQUIPMENT, GENERAL
191	TRAINING DEVICES
193	SHIPBOARD INERTIAL NAVIGATION SYSTEMS
198	ELECTRONIC INSTRUMENTS, N.E.C.
201	RADIO CODE
202	NON-CODE RADIO
203	NON-RADIO COMMUNICATIONS (VISUAL)
210	SONAR OPERATOR, GENERAL
221	RADAR
222	AIR TRAFFIC CONTROL
230	SIGNAL INTELLIGENCE/ELECTRONIC WARFARE, GENERAL
231	INTERCEPT OPERATORS (CODE AND NON-CODE)
232	ANALYSIS
233	ELECTRONIC COUNTERMEASURES

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241 LANGUAGE INTERROGATION/INTERPRETATION
242 IMAGE INTERPRETATION
243 OPERATIONAL INTELLIGENCE
244 COUNTERINTELLIGENCE
250 COMBAT OPERATIONS CONTROL, GENERAL
260 COMMUNICATIONS CENTER OPERATIONS, GENERAL
300 MEDICAL CARE AND TREATMENT, GENERAL
301 SURGERY
302 BEHAVIORAL SCIENCES
303 THERAPY
304 ORTHOPEDIC
305 AEROSPACE AND UNDERSEAS MEDICINE
311 BIOMEDICAL LABORATORY SERVICES
312 PHARMACY
313 RADIOLOGY
321 VETERINARY MEDICINE
322 ENVIRONMENTAL HEALTH SERVICES
323 OPHTHALMOLOGY / OPTOMETRY
324 PHYSIOLOGY
325 DIET THERAPY
326 BIOMEDICAL EQUIPMENT MAINTENANCE & REPAIR
327 OTHER BIOMEDICAL SCIENCE AND ALLIED HEALTH
330 DENTAL CARE, GENERAL
331 DENTAL LABORATORY
340 MEDICAL ADMINISTRATION AND LOGISTICS
400 PHOTOGRAPHY, GENERAL
411 MAPPING, SURVEYING, DRAFTING, AND ILLUSTRATING
412 SURVEYING
413 DRAFTING
414 ILLUSTRATING
420 WEATHER, GENERAL
431 EOD/UDT
433 DIVERS
450 MUSICIANS, GENERAL
491 PHYSICAL SCIENCE LABORATORY
492 MEMORIAL ACTIVITIES AND EMBALMING
493 SAFETY
494 NUCLEAR, BIOLOGICAL, AND CHEMICAL WARFARE SPECIALISTS
495 FIREFIGHTING AND DAMAGE CONTROL
496 OTHER TECHNICAL SPECIALISTS AND ASSISTANTS
500 PERSONNEL, GENERAL
501 RECRUITING AND COUNSELING
510 ADMINISTRATION, GENERAL
511 STENOGRAPHY
512 LEGAL
516 NO NAME AVAILABLE
517 NO NAME AVAILABLE

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520 COMBINED PERSONNEL AND ADMINISTRATION, GENERAL
521 FIRST SERGEANTS, SERGEANTS MAJOR, AND LEADING CHIEFS
531 OPERATORS/ANALYSTS
532 PROGRAMMERS
540 NO NAME AVAILABLE
541 AUDITING AND ACCOUNTING
542 DISBURSING
551 SUPPLY ADMINISTRATION
552 UNIT SUPPLY
553 TRANSPORTATION
554 POSTAL
555 AVIATION MAINTENANCE RECORDS AND REPORTS
556 FLIGHT OPERATORS
557 PRODUCTION AND QUALITY CONTROL
558 FUNCTIONAL ANALYSIS
561 CHAPLAIN'S ASSISTANTS
562 RECREATION AND WELFARE
570 INFORMATION AND EDUCATION, GENERAL
600 AIRCRAFT, GENERAL
601 AIRCRAFT ENGINES
602 AIRCRAFT ACCESSORIES
603 AIRCRAFT STRUCTURES
604 AIRCRAFT LAUNCH EQUIPMENT
610 AUTOMOTIVE, GENERAL
611 TRACKED VEHICLES
612 CONSTRUCTION EQUIPMENT
620 WIRE COMMUNICATIONS, GENERAL
621 LINEMAN
622 CENTRAL OFFICE
623 INTERIOR COMMUNICATIONS
631 MISSILE ENGINE
632 MISSILE MECHANIC
633 MISSILE LAUNCH AND SUPPORT FACILITIES
640 ARMAMENT MAINTENANCE, GENERAL
641 SMALL ARMS REPAIR
642 ARTILLERY REPAIR
643 TURRET REPAIR
644 NUCLEAR WEAPONS MAINTENANCE AND ASSEMBLY
645 AMMUNITION REPAIR
646 AVIATION ORDNANCE
647 MINES AND DEGAUSSING
651 MAIN PROPULSION
652 AUXILIARIES
661 NUCLEAR POWER
662 ELECTRIC POWER
670 PRECISION EQUIPMENT, GENERAL
690 OTHER MECHANICAL AND ELECTRICAL EQUIPMENT, GENERAL

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700 METALWORKING, GENERAL
701 WELDING
702 MACHINISTS
703 SHEETMETAL
704 METAL BODY REPAIR
710 CONSTRUCTION, GENERAL
711 STEELWORKING
712 WOODWORKING
713 CONSTRUCTION EQUIPMENT OPERATION
720 UTILITIES, GENERAL
721 ELECTRICIANS
730 NO NAME AVAILABLE
740 LITHOGRAPHY, GENERAL
750 INDUSTRIAL GAS AND FUEL PRODUCTION, GENERAL
760 FABRIC, LEATHER, AND RUBBER, GENERAL
780 NO NAME AVAILABLE
790 OTHER CRAFTSMEN, N.E.C., GENERAL
800 FOOD SERVICE, GENERAL
801 STEWARDS AND ENLISTED AIDES
811 MOTOR VEHICLE OPERATORS
812 RAILWAY OPERATORS
821 MISSILE FUEL AND PETROLEUM
822 WAREHOUSING AND EQUIPMENT HANDLING
823 SALES STORE
830 LAW ENFORCEMENT, GENERAL
831 CORRECTIONS
832 INVESTIGATIONS
840 LAUNDRY AND PERSONAL SERVICE, GENERAL
850 AUXILIARY LABOR, GENERAL
860 FORWARD AREA EQUIPMENT SUPPORT, GENERAL
870 OTHER SERVICES, GENERAL
901 PATIENTS
902 PRISONERS
911 CADETS AND OTHER OFFICER CANDIDATES
912 STUDENTS
919 NO NAME AVAILABLE
920 UNDESIGNATED OCCUPATIONS, GENERAL
950 NOT OCCUPATIONALLY QUALIFIED, GENERAL

1A GENERAL AND FLAG
1B EXECUTIVES, N.E.C.
2A FIXED-WING FIGHTER AND BOMBER PILOTS
2B OTHER FIXED-WING PILOTS
2C HELICOPTER PILOTS
2D AIRCRAFT CREWS
2E GROUND AND NAVAL ARMS
2F MISSILES

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2G OPERATIONS STAFF
2H CIVILIAN PILOTS
3A INTELLIGENCE, GENERAL
3B COMMUNICATIONS INTELLIGENCE
3C COUNTERINTELLIGENCE
4A CONSTRUCTION AND UTILITIES
4B ELECTRICAL / ELECTRONIC
4C COMMUNICATIONS AND RADAR
4D AVIATION MAINTENANCE AND ALLIED
4E ORDNANCE
4F MISSILE MAINTENANCE
4G SHIP CONSTRUCTION AND MAINTENANCE
4H SHIP MACHINERY
4J SAFETY
4K CHEMICAL
4L AUTOMOTIVE AND ALLIED
4M SURVEYING AND MAPPING
4N OTHER
5A PHYSICAL SCIENTISTS
5B METEOROLOGISTS
5C BIOLOGICAL SCIENTISTS
5D SOCIAL SCIENTISTS
5E PSYCHOLOGISTS
5F LEGAL
5G CHAPLAINS
5H SOCIAL WORKERS
5J MATHEMATICIANS AND STATISTICIANS
5K EDUCATORS AND INSTRUCTORS
5L RESEARCH AND DEVELOPMENT COORDINATORS
5M COMMUNITY ACTIVITIES OFFICERS
5N SCIENTISTS AND PROFESSIONALS, N.E.C.
6A PHYSICIANS
6C DENTISTS
6E NURSES
6G VETERINARIANS
6H BIOMEDICAL SCIENCES AND ALLIED HEALTH OFFICERS
6I HEALTH SERVICES ADMINISTRATION OFFICERS
7A ADMINISTRATORS, GENERAL
7B TRAINING ADMINISTRATIONS
7C MANPOWER AND PERSONNEL
7D COMPTROLLERS AND FISCAL
7E DATA PROCESSING
7F PICTORIAL
7G INFORMATION
7H POLICE
7L INSPECTION
7N MORALE AND WELFARE

8A LOGISTICS, GENERAL
8B SUPPLY
8C TRANSPORTATION
8D PROCUREMENT AND PRODUCTION
8E FOOD SERVICE
8F EXCHANGE AND COMMISSARY
8G OTHER
9A PATIENTS
9B STUDENTS
9E OTHER

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**TABLE 6-1-2. STANDARD ABBREVIATIONS FOR USE IN COURSE SHORT
TITLES**

ABBR	MEANING
688	- SSN 688 CLASS
688I	- IMPROVED SSN 688 CLASS (USE 688 UNLESS COURSE IS SPECIFIC TO 688I)
ADV	- ADVANCED
AEOG	- AUTOMATED ELECTROLYTIC OXYGEN GENERATOR
ATT	- APPRENTICE TECHNICAL TRAINING
AUX	- AUXILIARY
BAS	- BASIC
BKFT	- BACKFIT
CCS	- COMBAT CONTROL SYSTEM
CMD	- COMMAND
COMB	- COMBINED
CONV	- CONVERSION
CSRR	- COMMON SUBMARINE RADIO ROOM
D-5	- TRIDENT D-5 MISSILE
DC	- DAMAGE CONTROL
DCPO	- DAMAGE CONTROL PETTY OFFICER
DIV	- DIVISION
ECS	- EXTERIOR COMMUNICATIONS
ELEC	- ELECTRICAL OR ELECTRONIC(S)
ELINT	- ELECTRONIC INTELLIGENCE
EMPL	- EMPLOYMENT
EOG	- ELECTROLYTIC OXYGEN GENERATOR
EQ	- EQUIPMENT
HPAC	- HIGH PRESSURE AIR COMPRESSOR
IC	- INTERIOR COMMUNICATIONS
IUSS	- INTEGRATED UNDERSEA SURVEILLANCE SYSTEM
LAN	- LOCAL AREA NETWORK
LCPO	- LEADING CHIEF PETTY OFFICER
LPO	- LEADING PETTY OFFICER
MAINT	- MAINTENANCE
MOD	- MODULE OR MODIFICATION
MSL	- MISSILE
NAV	- NAVIGATION OR NAVIGATOR
NUC	- NUCLEAR
OFF	- OFFICER
O2	- OXYGEN
OPS	- OPERATIONS
PERIS	- PERISCOPE
PRINC	- PRINCIPLES
QA	- QUALITY ASSURANCE
REPL	- REPLACEMENTS
SOBT	- SUBMARINE ON BOARD TRAINING

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SSBN - FLEET BALLISTIC MISSILE SUBMARINE
SSGN - SSGN 726 CLASS
SSN21 - SSN 21 SEAWOLF CLASS
SUB - SUBMARINE
SUP - SUPERVISOR
SWS - STRATEGIC WEAPON SYSTEM
SYS - SYSTEM
TAC - TACTICS OR TACTICAL
TECH - TECHNICIAN OR TECHNICAL
TORP - TORPEDO
TRA - TRAINING
THRY - THEORY
TRI - TRIDENT
T/T - TEAM TRAINER/TEAM TRAINING
VA CL - SSN 774 VIRGINIA CLASS
VLS - VERTICAL LAUNCH SYSTEM
WEPS - WEAPONS

NOTE: FOR EQUIPMENT WITH A DESIGNATION OF THE FORM AN/XYZ-718,
ABBREVIATE IT IN THE FORM XYZ-718

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TABLE 6-1-3. LIST OF TYPE COURSES

CODE DESCRIPTION

Class A

A1 Initial Skill Training - Enlisted 'A' School
 A2 Initial Skill Training - Officer
 A3 Initial Skill Training - Enlisted 'A' School and/or NEC/MOS
 A4 Initial Skill Training - Enlisted Non-Accession 'A' School
 A5 Initial Skill Training - Enlisted Medical
 A6 Initial Skill Training - Officer Medical
 AA Initial Skill Training - Apprenticeship Training
 AO Initial Skill Training - Officer Preparatory
 AP Initial Skill Training - Enlisted Preparatory
 AR Initial Skill Training - Enlisted Remedial Training Class C

Class C

C1 Skill Progression Training - Enlisted NEC Awarding
 C2 Skill Progression Training - Officer Billet Specialty
 C5 Skill Progression Training - Enlisted Medical NEC Awarding
 C6 Skill Progression Training - Officer Medical Billet Specialty
 CX Skill Progression Training - Officer Medical (Residence Only)

Class D

D1 Professional Development Functional Skill Training - Enlisted
 D2 Professional Development Functional Skill Training - Officer
 D3 Professional Development Functional Skill Training - Enlisted Medical
 D4 Professional Development Functional Skill Training - Officer Medical

Class E

E1 Professional Development Education - Senior Service College
 E2 Professional Development Education - Intermediate Service School
 E3 Professional Development Education - Sub-Specialty, Full Time, Funded Graduate Degree
 E4 Professional Development Education - Undergraduate Education - Degree Program
 E5 Professional Development Education - Post-Graduate Education - Degree Program
 E6 Professional Development Education - Non-Degree Educational Program

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E7 Professional Development Education - Health Education Programs

E8 Professional Development Education - Other Education Programs

Class F

F1 Functional Training - Enlisted

F2 Functional Training - Officer

Class G

G1 Umbrella Segment Skill Progression Training - Enlisted

G2 Umbrella Segment Skill Progression Training - Officer

G5 Umbrella Segment Skill Progression Training - Enlisted Medical

G6 Umbrella Segment Skill Progression Training - Officer Medical

Class M

M1 United States Marine Corps - Initial Skill Training - Enlisted

M2 United States Marine Corps - Initial Skill Training - Officer

M3 United States Marine Corps - Specialized Skill Training - Enlisted

M4 United States Marine Corps - Specialized Skill Training - Officer

Class P

P1 Officer Acquisition Programs - Officer Acquisition Training (Academy)

P2 Officer Acquisition Programs - NROTC (Naval Reserve Officer Training Corps)

P3 Officer Acquisition Programs - NROTC (Naval Junior Reserve Training Corps)

P4 Officer Acquisition Programs - AVROC II (Aviation Reserve Officer Candidate Program)

P5 Officer Acquisition Programs - ROC (Reserve Officer Candidate)

P6 Officer Acquisition Programs - OCS (Officer Candidate School)

P7 Officer Acquisition Programs - AOC (Pre-Commissioning Aviation Officer Candidate)

P8 Officer Acquisition Programs - NFO (Pre-Commissioning Naval Flight Officer)

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P9 Officer Acquisition Programs - NUPOC-S (Nuclear Propulsion
Off. Candidate - Surf)
PB Officer Acquisition Programs - Health Profession
Acquisition Military Programs
PC Officer Acquisition Programs - Other Programs
PD Officer Acquisition Programs - Preparatory School

Class R

R1 Recruit Programs - Recruit Training
R2 Recruit Programs - OSVET Training (Other Service Veteran)
R3 Recruit Programs - NAVET Training
R4 Recruit Programs - ARTS / FAST

Class T

T1 Team Functional Skill Training - Enlisted
T2 Team Functional Skill Training - Officer
T3 Team Functional Skill Training - Enlisted PCS
T4 Team Functional Skill Training - Officer PCS

Class V

V1 Aviation Training - Undergraduate NASC / Primary Flight
Training
V2 Aviation Training - Undergraduate Flight Training - Prop
V3 Aviation Training - Undergraduate Flight Training - Jet
V4 Aviation Training - Undergraduate Flight Training - Helo
V5 Aviation Training - Undergraduate NFO Training
V6 Aviation Training - Undergraduate Flight Surgeon / Test
Pilot
V7 Aviation Training - Transition Pilot / NFO
V8 Aviation Training - Instruction Under Training Pilot / NFO

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TABLE 6-1-4. TRAINING DELIVERY METHOD

ABBR	NAME	DESCRIPTION
AEC	Automated Electronic Classroom	Training in a technology enhanced face-to-face classroom setting that may involve the use of a projector, document camera, SMART board, video, and/or a keypad response system, for example.
ATT	Audio Tele-Training	Training delivered via audio teleconference.
CAS	Commercial Alternate Source	Training delivered by non-military entity - e.g., at a college or Microsoft sends an individual to a Navy site to deliver training for a week (incorporates what was NTT).
CBT	Computer Based Training	Training delivered via a computer on which the training itself is stored, such as a work-center designated for individuals to receive computer-based training.
CDT	Compact Disc Training/CD-ROM	Training delivered via CD-ROM.
DVD	Digital Video Disc	Training delivered via DVD.
FDT	Factory Delivered Training	Training delivered by the factory that developed a new system - e.g., when a new system is developed, this is training delivered to the 1st users at the factory that developed the new system; Train the Trainers from the factory go to a Navy site; etc.
ITR	Intranet	Training delivered via the intranet/an internal LAN, such as an individual working from his desktop PC in his own office (i.e., to the user, it may 'feel' like web-based training, but it is actually not).
LAB	Laboratory	Training with hands-on practice with actual equipment.
MTD	Other Mobile Training Device	Training delivered via a mobile training device such as a Tablet PC, PDA, POM, Cell Phone, etc.
OJT	On-the-Job Training	Training in the job environment, which focuses on performing actual job tasks.
PCS	PC-Based Simulation/Simulator	Training with hands-on practice with PC-based simulation or simulator.
PRE	Prerecorded Session	A prerecorded training session that is fed via satellite to the ship.
PRT	Print Materials	Training using paper-based products, such as an individual working with a book, a manual, or a correspondence course.

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RCR	Recruiting CDP	The purpose of this TDM code is to identify Recruiting CDPs currently being used "to recruit to" for specific 'A' school rates as a part of the STAR 21 training process.
SAT SIM	Live Satellite Feed Simulation/Simulator	Live satellite feed to ship. Training with hands-on practice with simulation or simulator.
TCT	Traditional Classroom Training	Training in a school/classroom setting and delivered by a military source - e.g., formal schoolhouses, Joint Service Training at an Air Force Base but in a classroom, at ITRO, etc. (was FCT).
VIR VTT	Virtual Training Path Video Tele-Training	VCDPs. Training delivered via video teleconference.
WCO	Web Conference	Using web conferencing tools to review and discuss ILE training products, to help students get prepared for receiving their training, etc. vs. to actually deliver the training; in the latter case the WEB TDM code would be used.
WEB	Web-Based or Internet	C-1-2 Training delivered over the web, whether through a browser, an LMS, an LCMS, etc. (incorporates what was LMS).
TERMINATED TDM CODES		
ABBR BLD	NAME Blended Training	DESCRIPTION Use a code that reflects the predominate method of providing training vice the old BLD TDM code. A new Bld Trng Code (Y or N) will be used to indicate blended methods used to provide training for a course.
LMS	Learning Management System	Incorporated with WEB Code.

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EXHIBIT 6-2. CHANGING OR UPDATING NITRAS COURSE DATA

1. Use [Figure 6-2-1](#) to change or update existing NITRAS course data. CCMM control basic course data and changes must be submitted through them. Training sites control course data that is unique to their site such as student to instructor ratios, schoolhouse department/division, and cross utilization. Provide ALL of the following information:

- a. FROM/UIC: Your command and student UIC
- b. DATE: Date you submitted form to NSTC
- c. PREPARED BY: Your name
- d. PHONE: Telephone number where you may be reached. DSN number is preferred.
- e. CIN: The eight digit alpha numeric Course Identification Code.
- f. CDP: The four digit alpha numeric Course Data Processing Code assigned to your training site.
- g. Prerequisites: Identifies the category of conditions that must be met prior to attending a course of instruction. Choose as many as applicable.
 - A - ASVAB (List specific scores required)
 - CN - Country
 - C - List all courses required by CIN
 - G - Gender
 - O - Other (List all other prerequisites that will not fit any other category listed example: Commission)
 - P - Pay grade (Such as E1, E4, O1, O2 etc.)
 - R - Rate/rank
 - E - Remaining enlistment months (enlisted only)(How much time is required)
 - RRM - Remaining Rotation Months (How much time remaining onboard is required)
 - SC - Security clearance required
 - S - Skill (What specific skills are required)
 - SQ - Sub Qualified
 - U - Umbrella (List specific umbrella CIN required)
 - N/A - None

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h. Purpose: A course narrative describing the primary objective of the course.

i. Scope: A course narrative describing the contents of the course.

j. Schoolhouse Department: The name of the department at the training site that is assigned responsibility for the course.

k. Schoolhouse Division: The name of the division at the training site that is assigned responsibility for the course.

l. Required Class Schedule: A code entered (Y or N) indicating whether or not a schedule is required for a CDP. All 'A' and skill awarding schools require a 'Y' due to BUPERS funding. If unsure, contact the NSTC N9 CeTARS Manager for guidance.

m. Student To Instructor Ratio and Contact Hours: The number of instructors needed to teach a course topic based on the number of students being taught. Displayed as a Student to Instructor ratio along with the number of course contact periods for that ratio. (Ratios are used for instructor computations) Example: Teaches 6 students with 1 instructor for 20 curriculum hours - listed as 6/1 - 20. Course also has a bottleneck where only 3 students can get in the lab at one time for the 3 hour curriculum event - listed as 3/1 - 6.

n. Cross Utilization: Identifies courses that share instructors either within or between departments. List either A (Shared within department) or B (shared between departments) and specify other course CDP's taught.

o. Report To/Special Info: Information concerning Training Site including any pertinent information.

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FIGURE 6-2-1. EXISTING NITRAS COURSE DATA CHANGE REQUEST

FROM/UIC:		DATE:
PREPARED BY:		PHONE:
CIN:		CDP:
PREREQUISITES:		
PURPOSE (FOR CANTRAC):		
SCOPE (FOR CANTRAC):		
COURSE LENGTH:		
I =	Academics =	LAB =
SCHOOLHOUSE DEPARTMENT:	SCHOOLHOUSE DIVISION:	
REQUIRED CLASS SCHEDULE:	STUDENT TO INSTRUCTOR RATIO AND CONTACT HOURS:	
CROSS UTILIZATION:		
REPORT TO/SPECIAL INFO:		
CCMM APPROVAL:	LSO APPROVAL:	

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EXHIBIT 6-3. CHANGING OR UPDATING NITRAS COURSE LENGTHS OR CAPACITIES

1. Use Figure 6-3-1 to change or update a NITRAS course Length or capacity constraint and the activities control capacity constraints for their organizations. The following outlines each of the data fields in Figure 6-3-1. "Personnel capacities" relates to instructor assets, "Equipment" relates to labs/trainers, and "Space" relates to classrooms. To make a change or update, provide ALL of the following information:

- a. Command: Your command name;
- b. UIC: The student UIC for your command;
- c. Date Prepared: Date you submitted form to NSTC;
- d. PHONE: Telephone number where you may be reached. DSN number is preferred;
- e. Prepared By: Your name;
- f. CDP: The four digit alpha numeric Course Data Processing Code assigned to your training site;
- g. CIN: The seven or eight digit alpha numeric Course Identification Code;
- h. FY: The fiscal year that you want the data changed or updated for.
- i. Instructor Days: The number of instructional days not counting weekends and holidays that are required to teach the course. Enter the number of days. Enter only one number per block.
- j. Max Class Size: The maximum number of students who can be taught per period for the capacity listed. Personnel Max Class Size shall match the sites Master Course Schedule class size.
- k. Max Class Convening's: The largest number of class convening's that can be accomplished each year based on the capacity number listed.
- l. CAP Shift: The number of times per day a class can be taught based on personnel, equipment or space constraints. 1,

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2, and 3 represents numbers of shifts. 1 = one shift per day, 2 = two shifts per day, 3 = three shifts per day.

m. ACT CD: One of the following codes: A = Add, C = Change.

FIGURE 6-3-1. NITRAS COURSE LENGTH/CAPACITY CHANGE REQUEST

COMMAND:										UIC:					DATE PREPARED:					PHONE: (DSN/COMMERCIAL)									
PREPARED BY: (Print)																													
CDP				CIN																									
					-				-																				
														PERSONNEL CAPACITIES					EQUIPMENT CAPACITIES					SPACE CAPACITIES					
FY				INSTR DAYS					MAX CLASS SIZE		MAX CLASS CONV		CAP SHF T		MAX CLASS SIZE		MAX CLASS CONV		CAP SHF T		MAX CLASS SIZE		MAX CLASS CONV		CAP SHF T		AC T CD		
TSO APPROVAL:																													

CAP Shift: Max number of shifts that can be used for capacity

ACTION CODES C: Change A: Add

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EXHIBIT 6-4. CHANGING OR UPDATING NITRAS COURSE SCHEDULE

1. Use [Figure 6-4-1](#) to change or update a NITRAS Class Schedule. Activities control the class schedules for their site. Changes to non-detailer controlled courses do not require justifications. Any changes to schedules for detailer controlled courses requires very precise justification in order to answer any questions that the Bureau or the Student Quota Management Office may have. The following outlines each of the data fields in Figure 6-4-1. To make a change or update, provide ALL of the following information:

- a. Command: Your command name;
- b. UIC: The student UIC for your command;
- c. Date Prepared: Date you submitted form to NSTC;
- d. PHONE: Telephone number where you may be reached. DSN number is preferred;
- e. Prepared By: Your name;
- f. CDP: The four digit alpha numeric Course Data Processing Code assigned to your training site.
- g. CIN: The seven or eight digit alpha numeric Course Identification Code.
- h. FY: The fiscal year that you want the data changed or updated for.
- i. Number: The class number listed in STASS/NITRAS which requires the change. If you are adding a new convening, choose a number somewhere between the ones currently listed in STASS/NITRAS or in increments of 10.
- j. CONV Date: The starting date you want the class changed to or new convening added. Format is YYMMDD. No entry is required for a class schedule being deleted (cancelled).
- k. GRAD Date: The desired graduating date for the added/changed class. Format is YYMMDD. No entry is required for a class schedule being deleted (cancelled).
- l. Action Code: One of the following codes: A - Add, C - Change, D - Cancel.

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m. Reason For Canceling: A narrative reason for canceling. This needs to be specific for all detailer-controlled courses.

n. Reason For Changing Date: A narrative reason for changing date. This needs to be specific for all detailer-controlled courses.

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FIGURE 6-4-1. NITRAS CLASS SCHEDULE CHANGE REQUEST

COMMAND:					UIC:		DATE PREPARED:			PHONE: (DSN/COMMERCIAL)		
PREPARED BY: (Print)												
COURSE DATA PROCESSING CODE (CDP) (PCDP)				COURSE IDENTIFICATION NUMBER (CIN)								
CLASS NO.		CONV DATE			GRAD DATE			ACTION CODE				
FY	NUMBER	YY	MM	DD	YY	MM	DD					
Reason for Canceling:												
Reason for Changing Date:												
<u>ACTION CODES:</u> C: Change D: Cancel A: Add												
TSO APPROVAL:												

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CHAPTER 7 - FORMAL COURSE REVIEW (FCR^G)

Ref: (a) NAVEDTRA 135B

Exhibit: [7-1. Formal Course Review Procedures](#)

7-1. Introduction. In the past there were several different types of course reviews that provided feedback on the training conducted. There was very little attention paid to the relevancy of the curriculum against Fleet needs or whether redundancy in training material existed. Training feedback from the Fleet customer is crucial to the assessment and validation of training. Fleet training requirements must be met and training must be current, accurate, and relevant. Training reviews must focus on efficient and measurable outcomes. Ref (a), chapter 5 provides FCR procedures.

7-2. Purpose. FCRs provide a check of content relevance. The FCR is an integrated tool intended to support the training mission. The FCR shall be used to:

- a. Evaluate course materials for technical accuracy, relevancy, and teachability.
- b. Assist in identifying areas for course improvements.
- c. Evaluate course effectiveness and course design.

7-3. Action. FCRs require close cooperation between the LSOs, training providers within their command and NSTC N9. Subject matter experts will evaluate the technical content of the curriculum while curriculum development experts from the command working in conjunction with NSTC N9 evaluate the effectiveness of course management procedures, conformance to developmental standards, etc. While the developmental standards may vary between activities, FCR policies herein apply to all, regardless of the standards used for development.

a. FCR Scheduling. Activities will determine a FCR cycle for their courses that will be scheduled and conducted bi-annually. In no case shall the FCR cycle exceed three years. When scheduling FCRs, consider the newness of the content, course development or revision projects, planned changes in curriculum, existing staff workload, etc.

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b. For all courses:

(1) The LSO supporting the CCMM^G will:

- (a) Advise the command of the FCR input due dates.
- (b) Conduct a FCR on local records.
- (c) Summarize the inputs.
- (d) Forward a summary to the NSTC CLO.

(2) Commanding Officers in coordination with NSTC N9 will:

(a) Ensure that all FCRs are completed.

(b) In coordination with N9 elicit specific feedback from the Fleet/Customers related to course relevancy. Examples might include surveys or interviews of both students and their supervisors some time after the student has reported to his/her command and should have had time to apply the skills learned in the course under review. This request for Fleet feedback shall be sent out approximately 6 months prior to the start of a FCR. The source of the feedback will be included in the review report. The thrust of this feedback shall be to identify by representatives from the command and NSTC N9.

(c). Use the procedures and FCR Checklist found in [Exhibit 7-1](#) and [Figure 7-1-1](#).

(1) Upon completion of the FCR, the command will forward a summary report of the findings to the CCA (NSTC CLO). Electronic submission is preferred.

(2) The CLO will retain each completed FCR for two review cycles.

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EXHIBIT 7-1. COURSE RELEVANCE REVIEW PROCEDURES

Use the following guidelines in conducting Formal Course Reviews:

FCR Cover Sheet

Complete all blanks to specifically identify who is reviewing what course and what its documented revision/change status is at the time of the review.

Part 1 - Training Course Control Document (TCCD^G)

Review the TCCD. TCCDs shall contain copies of all course documents and any associated approval letters. Examples of the documents include tasking for course development and/or revision, front-end analysis information, course objectives, Training Project Plan (TPP^G) and Course Training Task List (CTTL^G) items, general information about the course, etc. Some or all of the documents comprising the TCCD may be retained in electronic format.

Because courses may use different standards for development, the type and/or format of document(s) on file may vary. While the format may not be consistent, the content shall be per the standard under which the document was developed. This means personnel conducting this portion of the FCR must be familiar with all curriculum development standards used at their training activity.

Training Management Documentation is comprised of the following:

a. The Training Project Plan (TPP^G). The format of the TPP will vary based on the standard. For the purpose of the FCR, the following will be on file:

(1) TPP (format will vary)/(may not exist depending upon when curriculum was developed, contact NSTC CLO on requirement).

(2) TPP Approval letter.

(3) Record of milestones.

b. Analysis documentation and any associated approval letters. Analysis documentation and approval authority for courses developed using task analysis standards will vary. As a minimum, this will include documentation of reconciling the

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Course Learning Objectives against the Job Task Analysis data. The FCR shall focus on the following questions, since the type of document on file is not important.

Has an analysis been conducted?

Is the information in the curriculum consistent with the analysis?

Is the curriculum material based on valid analysis information?

If the information contained in the analysis document is not current and/or not accurate, and relevant, the findings will be summarized in the summary sheets and recommendations forwarded to the CCA for action. Possible recommended actions include requests for a job task analysis.

c. The Course of Instruction documents. During the FCR the emphasis shall be placed on content, accuracy, and relevancy of the course:

Are the course objectives accurate/relevant?

Do the course objectives reflect the current needs of the Fleet?

Is there a list of approved visual information, training materials, training equipment, etc., for the course?

Is the Course Master Schedule accurate? Is it approved?

If any part of the design document is inaccurate or not current, address the findings and recommendations in the summary.

The design document shall be approved by the appropriate higher authority.

d. NITRAS/Catalog of Navy Training Courses (CANTRAC) Data. Each training activity maintains certain data elements in NITRAS and CANTRAC current and accurate. Critical data elements in NITRAS are course length, capacity, ratios and periods. Some of the data elements for CANTRAC are taken directly from NITRAS; however, Scope, Prerequisites and Purpose must be generated by

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the training command and forwarded to the NSTC N9 CeTARS Manager, via the CCMM, for entry into NITRAS.

Part 2 - Instructional Materials

Subject Matter Experts (SMEs^G) will evaluate the technical accuracy and relevance of all instructional materials. Additionally the SME will verify that safety and security procedures are appropriate to the course.

Since the effectiveness of curriculum depends not only on knowledge and skill content, but also on the methods used to convey that content to the student, instructional and training systems experts will also evaluate the instructional materials. These evaluators must be familiar with the curriculum development standards used in developing the course under review.

If significant problems are found in lessons, the local LSO will expand the scope of the instructional materials review as necessary to determine the general scope of the deficiencies.

For FCR purposes, instructional materials include:

a. Instructor Guide/Lesson Plan, student guides, assignment sheets, worksheets etc.

Check the following for the IG^G/LP^G during a FCR:

(1) An approved master lesson plan/instructor guide provided by the CCMM is on file.

(2) The change process used for the curriculum shall be reviewed to ensure that all approved changes are being implemented. To accomplish this, reviewers will determine from the CCMM what the current revision/change is and compare that with a random sample of individual lesson plans.

(3) Lesson plans for instructor-led topics shall contain some personalization. The amount may vary. Course managers are responsible for ensuring that lesson plans are personalized.

(4) Materials shall be consistent with the objectives they support and must be technically accurate and relevant.

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b. Student Materials. Different types of developmental standard use different terms for student materials. For the purpose of the FCR, student materials include handouts, trainee guides (TGs^G), student guides, job sheets, etc. Student materials must meet the following requirements:

(1) An approved master trainee/student guide maintained on file by the CCMM.

(2) Student guides/trainee guides will be developed per the applicable development standard.

(3) A system will be in place to ensure approved changes are entered in the appropriate student materials.

(4) The student materials must be technically accurate, relevant, clear, and complete; must be easy to read; and must be adequate to support the achievement of the objectives.

c. Instructional Media Materials. Instructional Media Materials (IMM^G) include visual information such as PowerPoint presentations, transparencies, videotapes, movies, slides, etc. It includes computer based learning materials. It also includes audio recordings. Review the curriculum to ensure the effective and appropriate use of IMM.

(1) Review a random sample of IMM to ensure technical accuracy and relevancy.

(2) Evaluate the condition and effectiveness of the IMM. Comment on IMM that lacks substance (It should do more than just give a list of topic discussion points. Comment on IMM that has excessive distractions (e.g. unnecessary animation, overuse of capitals, "fancy fonts", etc.) Comment on IMM that has poor utility because it puts too many words on a single slide or has pictures that are unclear. If comments on PowerPoint presentations with animations do not appear to work correctly shall include a note on what version of PowerPoint the presentation was being viewed in. (Different versions of PowerPoint in the last several years handle certain animations differently, which may reduce the effectiveness of presentations created using an earlier version of PowerPoint.)

(3) Ensure that all IMM are listed on the appropriate documentation for the developmental standard (Training Materials List or Master Materials List/Resource Requirements Lists).

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d. Testing Plan. The format of the testing plan may vary. For the purpose of the FCR, the following points shall be considered:

(1) Is the testing plan on file, accurate and approved by the appropriate authority?

(2) Are all objectives measured through formal testing? (Note this is not restricted to written testing.) If not, how are the remaining objectives measured?

(3) Does the testing plan measure objectives using the appropriate method (i.e., written, performance or hybrid testing)?

(4) Are the objectives measured based on criticality? Are the most critical objectives given greater emphasis in the testing through more questions, greater weight to the questions, or some other means? If not, how are they measured?

(5) How was the criticality of the objectives determined? Does the established criticality reflect fleet needs/issues?

(6) Are the higher-level objectives being measured through comprehensive testing (e.g. performance examinations)?

(7) Is remediation conducted for all failed objectives or is remediation completed for the critical objectives only?

(8) Is retesting accomplished on failed objectives?

e. Safety and Security. For FCR purposes, review the classification of the material.

(1) Do curriculum materials and equipment/work environments contain appropriate safety warnings for potential hazards present?

(2) Do curriculum materials address the safety precautions and hazards associated with the equipment as installed in shipboard/"real world" systems?

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Part 3 - Training Resources

Training resources include laboratory and classroom spaces, training devices, tools, etc. For FCR purposes, review the following items:

- a. Are the training spaces conducive to learning?
- b. Is there an adequate number of training materials on hand to train the students? If this category is inadequate, submit documentation for funding to the appropriate activity as a part of the recommended action.
- c. Are training materials safe for use? Take immediate corrective action for any unsafe item found.
- d. Are the training materials capable of measuring student achievement of the objectives? If not, a testing constraint exists. Identify this situation in the testing plan and initiate corrective action as soon as possible.

Part 4 - Evaluation Programs

A critical factor in training relevancy is contained in how well we communicate with our customer and meet their training needs (those objectives which are required to meet today's requirements). Interface with and involvement of NSTC is crucial to bring Fleet input to bear. All avenues available (e.g., meetings, visits, messages, lessons learned, etc.) must be monitored, reviewed and acted upon.

For FCR purposes, this part deals with internal evaluation, external feedback, and student sources analysis.

- a. Curriculum Reviews. Review past course reviews to verify that discrepancies have been corrected or action has been taken. The types of reviews on file may vary. At a minimum, all courses will have a Safety Review and FCRs from the previous two cycles. For courses with written examinations, analysis of test questions must be done to validate that the questions match the objectives, that the grading keys are accurate, and that student performance on tests is used to assess the quality of the curriculum materials.

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b. External Evaluation Programs. In coordination with the NSTC, each course shall maintain a file with any documents generated external to the command that relate to the effectiveness of the training. It would include such items as lessons learned, on-line feedback, minutes from relevant meetings, etc. In conjunction with NSTC N9, ensure the school has established an effective external evaluation program that allows fleet customers an easy means to provide easy feedback on the course.

Part 5 - Summary and Evaluation

Summarize the findings identified from each part in the summary sheets. Each summary sheet shall include the following in addition to a list of the findings:

- a. Responsibility for corrective action.
- b. Estimated completion date for the discrepancy.
- c. An explanation of item marked "N/A" or "NO" on the checklist.

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FIGURE 7-1-1 FORMAL COURSE REVIEW CHECKLIST

COURSE TITLE:		DATE:
COURSE CIN:	CCMM:	CCA:
REVIEW CYCLE: <input type="checkbox"/> Annual <input type="checkbox"/> Biennial <input type="checkbox"/> triennial		
DATE OF LAST REVIEW:		
ACTIVITY CONDUCTING FCR:		
DEVELOPMENTAL STANDARD:		
CURRICULUM STATUS:		
<p>Under Revision <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Has a project plan been submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Date approved _____</p> <p>Date of planned revision _____</p> <p>Revision planned <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Number and date of latest change ____</p>		
Course Reviewers		
Name	Title	Code
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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FORMAL COURSE REVIEW CHECKLIST
PART 1 - TRAINING MANAGEMENT DOCUMENTATION

To complete this part, review the course audit trail including each document, its associated approval letter, NITRAS and CANTRAC documents. Use only those entries appropriate to the developmental standard. Ensure all records maintained are current and accurate. Respond to the questions as directed. If an item does not apply, mark N/A. "NO" answers will require explanation, as will some "N/As".			
	YES	NO	NA
A. TRAINING PROJECT PLAN (CCMM ONLY)			
1. Training Project Plan on file?			
2. Date Training Project approved.			
3. Project Plan contains accurate data for this course?			
4. Record of Milestone achievement on file?			
B. JOB TASK ANALYSIS (CCMM ONLY)			
1a. Job Task Analysis data on file.			
1b. Date job task analysis approved.			
2a. Training Project Plan (TPP) on file.			
2b. Date TPP approved.			
3a. Course Training Task List (CTTL) on file.			
3b. Date CTTL data approved.			
4. The analysis data contains accurate information for the course.			
C. COURSE OF INSTRUCTION			
1. Type of Training Course Control Document (TCCD) on file.			
2. Date TCCD approved.			
3. TCCD is accurate/current.			
4. Course Master Schedule is accurate.			
5. Course Master Schedule is approved.			
D. NITRAS/CANTRAC			
1. Ratios, periods and course length in NITRAS are accurate.			
2. Capacity data in NITRAS are accurate.			
3. CANTRAC data are current and accurate.			

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FORMAL COURSE REVIEW CHECKLIST
PART 2 - INSTRUCTIONAL MATERIALS

Review lesson plans, trainee guides, and training support materials. Provide specific feedback as to discrepancies.			
	YES	NO	NA
A. LESSON PLAN/INSTRUCTOR GUIDE			
1. Is the approved master lesson plan on file with the course?			
2. Is the lesson plan developed per applicable guidance?			
3. Are all approved changes annotated in the master and instructor's lesson plan?			
4. Is the lesson plan technically accurate/relevant?			
5. Is personalization of individual lesson plans approved and appropriate?			
B. STUDENT MATERIALS			
1. Is an approved master trainee guide on file with the Course?			
2. Are Trainee/student guides developed per applicable guidance?			
3. Are all approved changes entered in the master and trainee's/student's guide?			
4. Is the trainee/student guide technically accurate, relevant, clear, and complete?			
C. INSTRUCTIONAL MEDIA MATERIALS (IMM)			
1. Is IMM used to support the course as stated in the course material?			
2. Is IMM technically accurate and relevant to course objectives?			
3. Is IMM in good condition and effective?			
4. Is IMM correctly reflected in Master Materials List/Resource Requirements List or Training Materials List?			
D. TESTING PLAN			
1. Testing Plan is on file and approved.			
2. The objectives are tested as per the testing plan.			
3. Comprehensive testing is being conducted.			
4. The testing procedures are consistent with approved testing plan.			
E. SAFETY AND SECURITY			
1. Do curriculum materials and equipment/work environments contain appropriate safety warnings?			
2. Do curriculum materials address "real world" safety?			

**FORMAL COURSE REVIEW CHECKLIST
PART 3 - TRAINING RESOURCES**

In this section, review the facilities and equipment for adequacy. Submit the appropriate paperwork if deficiencies are noted.			
	YES	NO	NA
A. FACILITIES			
1. Are the classroom facilities adequate?			
2. Are the lab facilities adequate?			
B. EQUIPMENT			
1. Does an adequate number of training devices exist to provide timely training?			
2. Is equipment safe for training?			
3. Does current equipment allow learning objectives to be met?			
4. Does curriculum match objectives rather than trainer capabilities?			
5. Is the working condition of training materials adequate?			

**FORMAL COURSE REVIEW CHECKLIST
PART 4 - EVALUATION PROGRAMS**

Review all methods of collecting feedback and determine how effective the methods are in improving course material and ensuring that the course is relevant. Provide specific explanations for all discrepancies and methods for improvements.			
	YES	NO	NA
A. INTERNAL EVALUATION			
1. Are Formal Course Reviews on file for the previous two Cycles?			
2. Are Safety reviews on file for the previous two Cycles?			
3. Have discrepancies from previous course reviews been Corrected?			
4. Is test item analysis conducted?			
5. Are test analysis results used to improve the training?			
6. Are changes based on test analysis adequately documented?			
7. Is there returning instructor feedback?			
B. EXTERNAL FEEDBACK - Discuss the following with N9			
1. Are there lessons learned?			
2. Is there feedback from liaison with the Fleet?			
3. Is there feedback from partnership programs?			

[illegible]

FORMAL COURSE REVIEW CHECKLIST
PART 5 - SUMMARY AND EVALUATION SHEETS

List the finding noted, who is responsible for corrective action and estimated completion date. Additional sheets of paper may be used if required.		
PART 1 - COURSE CONTROL DOCUMENT		
Findings	<u>Assigned action</u>	<u>Completion date</u>
PART 2 - INSTRUCTIONAL MATERIALS		
Findings	<u>Assigned action</u>	<u>Completion date</u>

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PART 3 - TRAINING RESOURCES		
Findings	<u>Assigned action</u>	<u>Completion date</u>

PART 4 - EVALUATION PROGRAMS		
Findings	<u>Assigned action</u>	<u>Completion date</u>

APPENDIX A - GLOSSARY

<u>Term</u>	<u>Definition</u>
ACE	American Council on Education - This organization reviews military courses and makes recommendations to educational institutions as to which courses should be considered for college level credit.
ARB	Academic Review Board - A board convened to review the record of a student at risk for failing a course, assess the likelihood of the student achieving the required level of performance and make recommendations as to the student's disposition.
BCA	Business Case Analysis - The process of determining the costs versus the benefits of a particular action or program.
Blended Learning Environment	(sometimes called hybrid solutions) - Instruction combining the elements of traditional classroom-based instruction with the tools of on-line distance delivery. It uses a variety of learning strategies, media, or delivery methods in a course or learning event. Blended learning also refers to the integration of synchronous and asynchronous learning or active and passive learning group and individual instruction or instructor-led and autonomous or self-paced instruction linear sequence to branched sequencing.
CACL	Curriculum Action Check List - A form used to document correction of deficiencies noted in curriculum materials.
CANTRAC	Catalog of Navy Training Courses - Part of CeTARS. CANTRAC permits authorized users the ability to search for Formal Navy Training Course information as well as Navy E-Learning Courses using various options.

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<u>Term</u>	<u>Definition</u>
CBI or CBT	Computer Based Instruction or Training - Computer software designed to teach the learning objectives of the topic/module/course with minimal dependence on instructor/facilitator clarification. Usually conducted on a trainee-paced basis. (Although the computer may run some exercises on a timed basis, the trainee still controls when the segment starts.)
CCA	Curriculum Control Authority - The approval authority for instructional material and methods.
CCMM	Course Curriculum Model Manager - Often spoken "C squared M squared." Training activity assigned responsibility for developing or maintaining specified courses.
CDP	Course Data Processing Code - 4 character Alphanumeric designator used for NITRAS processing. It equates to a training location code for a specific course.
CeTARS	Corporate Enterprise Training Activity Resource System. The Navy's principal authoritative source of training information. Major components include Navy Integrated Training Resources And Administration System (NITRAS), Standard Training Administrative Support System (STASS) and Catalog of Navy Training Courses (CANTRAC).
CERS	Course Event Resource Subsystem of CeTARS - It provides the capability to build a Master Course Schedule, schedule Class Events, and schedule and reserve the resources required for class events.
CIN	Course Identification Number - Seven or eight character alphanumeric designator used to identify a military training course.
Course Supervisor	Course managers who are responsible for the delivery of specific training courses, including currency of curriculum, discipline of assigned students and staff, training and evaluation of instructors, etc. Sometimes referred to as lead instructors.

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<u>Term</u>	<u>Definition</u>
CLO	Chief Learning Officer - NSTC Code N9, responsible for all NSTC Learning
CMS	Course Master Schedule - The document placing the units and lesson topics of a COI into a time schedule with associated Student to Instructor Ratios.
COI	Course of Instruction - A body of curriculum presented at a particular time and place.
FCR	Formal Course Review - periodic check of course content for technical accuracy, relevancy to Fleet needs, and teach ability.
CSL	Curriculum Status Log - A consolidated, department-wide summary of deficiencies noted in curriculum taught within the department.
CTTL	Course Training Task List - A list of duties and tasks to be trained in a course.
Curriculum Developer	A person tasked with analyzing a task and/or body of knowledge and then devising techniques and materials that will result in a trainee learning the critical information or skills associated with that task or body of knowledge.
Doctrine	A body of principles in a branch of knowledge (see principles).
Education	Instruction on the theory and conceptual background behind the processes/procedures being trained. Education explains why the processes/procedures do what they do. Contrast this the definition of "training" below. Most Navy courses include a blend of education and training.
Hybrid test	A test that combines both practical performance elements and written elements. In a properly developed hybrid test, even though only written element may be submitted for evaluation, it will reflect whether or not the practical performance elements were correctly done.

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<u>Term</u>	<u>Definition</u>
ICOMPS	Instructor Computations - The process of determining how many instructors of a particular type are needed at a training site to support the courses that are offered.
ICTP	Instructor Continuing Training Program - The system of training and its documentation that ensures instructors remain current in their technical fields and in instructional methods.
ICW	Interactive Courseware - Computer programs that teach and assess students in requisite knowledge or skills through various interactive means.
IG	Instructor Guide - Instructor's copy of course material. Normally annotated and personalized by the instructor. This material may also be referred to by the term Lesson Plan.
ILE	Integrated Learning Environment - Integrated hardware and software systems that use a learning content management system (LCMS) to deliver content, communicate training availability, and store documents. ILE provides dynamic, just-in-time, just-for-me delivery of the right information to the right people at the right time.
IMI	Interactive Multimedia Instruction - predominantly interactive, electronically-delivered training and training support products. IMI products include instructional software and software management tools used to support instructional programs.
IMM	Interactive Media Material - audio and visual information such as PowerPoint presentations, transparencies, videotapes, movies, slides, and computer based learning materials and audio recordings.
Instructor Qualification Record	The record for each instructor documenting all instructor qualifications, evaluations, and any continuing or in-service training required by the command. This may be a hardcopy folder, a computer database, or a combination of both.

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<u>Term</u>	<u>Definition</u>
JIT	Journeyman Instructor Training - A course to train Navy, Marine Corps, DoD civilians (civil service), other DoD personnel and allied foreign nationals in the application of principles of learning; instructional methods, strategies, and techniques; and, the effective communication, oral questioning, and presentation techniques appropriate to basic instructional advanced technical classroom and/or other learning environments. A progressive series of performance activities allow students to demonstrate proficiency in the required knowledge and skills of an entry-level instructor.
JTA	Job Task Analysis - A method used to obtain a detailed listing of tasks necessary to perform a specific job or duty. JTA data includes its purpose, functional responsibility of personnel, required support equipment and materials, and information on how the system works, is maintained, or is used.
Learning Strategy	Organized, systemic plans and methods to gain and develop skills and knowledge in order to perform effectively. Plans and methods include designated resources, pre-requisites, instructor guides with instructional methodologies, student guides with learning aids, pre and post assessments, assessment plan, multi-media learning aids, computer based learning, and any other methodology-based planning needed to execute education or training.
LO	Learning Objective - the overall skills and knowledge to be acquired by the student upon completion of training.
LP	Lesson Plan - Instructor's copy of course material. Normally annotated and personalized by the instructor. This material may also be referred to by the term Instructor Guide.

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<u>Term</u>	<u>Definition</u>
LSO	Learning Standards Officer - The designated staff member individual responsible for liaison between the command and NSTC N9 for maintenance of curriculum and enforcement of learning standards. (This position replaces the old Curriculum and Instructional Standards Officer (CISO) functions).
MCS	Master Course Schedule - Alternate name for Course Master Schedule. See CMS above.
NAVSEA	Naval Sea Systems Command
NETC	Naval Education and Training Command
NITRAS	Navy Integrated Training Resources and Administration System - the Navy's corporate training database.
NKO	Navy Knowledge Online
NSTC	Naval Service Training Command
ORM	Operational Risk Management
Principles	A comprehensive and fundamental law, doctrine or assumption. (See Doctrine)
REV	Revision - A major modification to an existing course that affects its length, throughput capacity, adds or deletes a teaching facility (including web-based facilities), substantially modifies the learning objectives, substantially modifies methods of instruction, or substantially modifies resources required to deliver the instruction.
RRL	Resource Requirements List - A composite listing of all the material needed to conduct training.
SME	Subject Matter Expert or Expertise - Either an individual (expert) who is knowledgeable about the theory, construction, operation, employment and maintenance of the systems covered by a course or group of courses; or that actual body of knowledge (expertise).

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<u>Term</u>	<u>Definition</u>
TCCD	Training Course Control Document - a collection of products that summarizes the content, structure, and essential management information for a course.
TG	Trainee Guide - Contains learning objectives, information sheets, problem sheets, job sheets, diagrams, etc to aid the trainee in attaining course objectives.
TLO	Topic Learning Objective - The skills and knowledge to be acquired by the trainee upon completion of a specific training event. TLOs must support the Course Learning Objectives (CLOs) but may be organized in several different ways to optimize student learning.
TPP	Training Project Plan - The document that proposes development of a new course or revision of an old course. The TPP gives an overview of the need for the curriculum action and an estimate of the resources required to implement the action.
Training	Instruction how to properly perform processes or procedures in response to stimuli. Training teaches how to do the processes/procedures. Contrast this with "education" definition above. Most Navy courses include a blend of education and training.
Trainer Operator	Personnel tasked with running scenarios in a training device. This role does not necessarily include actively training or evaluation trainees/teams in the trainer, although these duties may be simultaneously assigned.
Training Managers	Personnel responsible for providing guidance in the overall management of the training as directed by higher authority. Examples include commanding officer, executive officer, director of training, department directors, division officers, safety officers, learning standards office personnel, and course supervisors.

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<u>Term</u>	<u>Definition</u>
TTE	Technical Training Equipment - Physical equipment identical or highly similar to the equipment in "real-life" (i.e., shipboard) installations whose primary purpose is operational or maintenance training. Distinct from computer-based simulations of the equipment.